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THE CONTEMPORARY WORLD

MODERN STUDIES

Teaching Guide Resource Book

Jim Cannon Bill Clark George Smuga

Oliver & Boyd

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THE MODERN STUDIES
CONTEMPORARY
WORLD

Teaching Guide
Resource Book

Jim Cannon Bill Clark George Smuga

Oliver & Boyd

LIBRARY
UNIVERSITY OF ALBERTA

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Teaching Guide

Introduction

The Contemporary World Teaching Guide/Resource Book, is as its title implies, in two parts. The first part gives an outline of the thinking behind *The Contemporary World Pupil's Book*, makes suggestions as to how best to use it, and provides information on supplementary material for the teacher. The second part provides up-to-date (May 1979) material to supplement the Pupil's Book. This is presented, chapter by chapter for Part 1, and by parts for Parts 2 and 3, in the form of datelists, which give short notes on significant events; up-dating, which goes into some of these events in greater detail; and back-up, which consists of additional case studies.

Aims and Objectives

The introduction, in 1976, of a revised 'O' grade syllabus in Modern Studies, by the Scottish Certificate of Education Examination Board, and the first examination in 1978, marked an important stage in the development of Modern Studies. This new syllabus followed the guidelines set out in Curriculum Paper 15 (pages 57-64) and laid out a statement defining Modern Studies and the behavioural objectives to be pursued in a Modern Studies course. (For relevance to other courses see page 7.)

Modern Studies was defined as a multi-disciplinary study, which aims to develop a knowledge and understanding of contemporary society through a study of political, social and economic developments at national and international levels. With this in mind, the authors have followed the approach and philosophy of, as well as the content outlined in, the revised 'O' Grade Modern Studies syllabus.

Following on from this definition and statement of general aims the authors of *The Contemporary World - Conflict or Co-operation?* have adopted the following as their specific pupil objectives:

The Development of Knowledge and Understanding

This specifically refers to knowledge and understanding of

major events in the postwar world;

the social, political, economic, geographical and historical influences which have helped to shape the contemporary world;

the principal states, personalities, organisations and institutions of the contemporary world;

the vocabulary and terminology associated with international relations and organisations;

certain key concepts important to the understanding of international relations and organisations.

The Development and Use of Practical and Intellectual Skills

This specifically refers to the skills of

interpretation; enquiry; communication; critical thinking; decision making.

The Development of Considered Attitudes

This specifically refers to the attitudes of
objectivity;
tolerance and empathy;
responsibility.

An example of how these objectives are met can be seen from chapter 1 of Part 1, 'The Superpowers'.

Aim: To introduce pupils to the theme of international relations and to the main participants and the influences acting upon them.

Objectives: Pupils should develop a knowledge and understanding of

- a) the factors which make nations world powers (*influences*);
- b) the main powers in the world today (*states*);
- c) the concept of a Superpower (*concepts*);
- d) the terms 'free enterprise' and 'state-planning' (*terminology*);
- e) the concept of ideology (*concepts*);
- f) the differences between the social, political and economic systems of the USA and the Soviet Union (*influences and institutions*);
- g) the concept of the Cold War (*concepts*);
- h) the main stages in the development of the Cold War (*events*);
- i) the ways in which Superpower rivalry is conducted (*events, organisations and terminology*);
- j) the concept of human rights (*concepts*).

Skills: Pupils should use the following skills in this chapter:

- reading and interpretation of statistical tables;
- reading and interpretation of maps, photographs and cartoons;
- reading and interpretation of source material;
- text interpretation;
- descriptive writing;
- analysis of possible future trends from available material;
- making cross-references to the glossary.

Attitudes: Although obviously more difficult to assess, it is intended that pupils should develop an attitude of greater objectivity through understanding the view points of the two sides involved in Superpower rivalry.

Conceptual Framework

The new 'O' Grade Modern Studies syllabus is divided into three sections - Section A, dealing with the individual, family and community within Scotland and the UK (see *Contemporary Britain*); Section B, dealing with international relations and organisations; and Section C, dealing with the Great Powers.

The Contemporary World - Conflict or Co-operation? deals with Section B of this syllabus. It follows the outline provided by the syllabus and is divided into three main parts:

- Part 1 'The World in Conflict' - which concentrates on international relations in the postwar world;
- Part 2 'Co-operation in Europe' - which concentrates on the European Community;
- Part 3 'World Co-operation' - which concentrates on the United Nations.

These parts are designed to illustrate the two main themes of the book - *conflict* and *co-operation*. They are used to show the options open to nations: whether to oppose and confront each other to the point where civilisation itself is threatened or to work together through co-operation. These options are not presented in black and white terms as either/or options, but as courses of action open to states which can be and are followed simultaneously.

The concept of international conflict is explored in a number of ways. This is done through the chapters which make up Part 1. In these chapters, case studies are used to illustrate different versions of conflict (or confrontation): chapter 2, 'Face to Face Confrontation', uses the examples of Berlin and Cuba to study direct conflict between the Superpowers; chapter 3, 'Indirect Confrontation', uses the examples of Vietnam, the Middle East and Africa to study indirect conflict whereby the Superpowers confront each other through client states; chapter 5, 'Flashpoint Confrontation', deals with the dangers of conflict in a thermo-nuclear world; and chapter 6, 'Reducing Confrontation', introduces the idea of co-operation through a study of detente.

The concept of international co-operation is explored in Parts 2 and 3. Part 2, 'Co-operation in Europe', deals largely with the idea of functional co-operation, whereby, through economic and social unity, a closer political unity may be achieved. Part 3, 'World Co-operation', deals with the more idealistic idea of co-operation through the United Nations. In both cases the difficulties facing nations seeking closer co-operation are fully explored.

Structure

The three parts of the Pupil's Book are subdivided into chapters, each of which deals with an important aspect of conflict or co-operation. Further subdivision into units provides individual examples and case-studies within the overall conceptual framework of the book. These units are the basic 'building blocks' of the book's structure.

The order of chapters and units chosen by the authors leads from reasons for and examples of world conflict, through to the possibilities open to countries through co-operation. But, within certain limits, the units are separate entities and can be used in any order, to enable teachers to adapt the content order to fit their own needs.

For example, the unit, 'Africa - Continent in Turmoil', can be used to illustrate recent developments in Africa by classes engaged in a study of African affairs. The unit is, however, one of the important building blocks in the overall theme of indirect confrontation between the Superpowers.

In Part 2, 'Co-operation in Europe', teachers may decide to introduce the theme of European co-operation through the chapter, 'The European Community', rather than 'Conflict to Co-operation'. Furthermore, within 'The European Community', the unit, 'What is the Community?', may be taken as the starting point rather than 'Aims'.

In Part 3, teachers may wish to introduce the ideas of world co-operation through the units of 'The UN in Action' rather than 'The United Nations'.

An individual chapter or unit might also be used as the basis for a Special Study.

Specific Features

In addition to the aims, objectives and conceptual development already outlined, the Pupil's Book has the following specific features:

Visuals

A great many photographs, line drawings, maps and cartoons have been used throughout the Pupil's Book. They are important sources of information in their own right and it is intended that they should be used to develop the skills of interpretation and critical thinking.

Source extracts

These are used to provide primary and secondary evidence, which, in addition to providing extra information, will encourage the skills of critical thinking and interpretation. (e.g. the extracts on Hiroshima and Carbon Edge.)

Case studies

An important feature of the Pupil's Book is the use of case studies: specific examples studied in depth to highlight more general trends and concepts. Some of these case studies are factual (as in the case of help given by the EEC to Craigmillar Festival Society), while others are simulations, using fictional characters to illustrate real events. While simulated case studies necessarily simplify complex issues, the method has the advantage of illustrating, in an accessible way, the effects of historic international events on 'typical' individuals. The units on Vietnam, and the migrant worker and the truck driver in the EEC, should be used in this spirit.

Questions

At the end of each section of the pupil-book (note that this does not relate to chapters or units, but to natural breaks in the text) there are questions for pupils. These are not graded in order of difficulty and are not intended to correlate to 'O' Grade questions. Rather they are intended to ensure understanding of the key points in the text and to test the skills expected of the pupils, e.g. photo-interpretation.

Glossary and Who's Who

The 'Glossary' is intended to explain certain key items associated with international relations. For example, the term 'escalation', was first used by the American military in Vietnam to explain an increase in military involvement. Its subsequent use in other areas of conflict is its justification as a key term.

Similarly; the 'Who's Who' is intended to highlight the key personalities who have figured in the Pupil's Book. It is not intended to be an exhaustive list and is largely confined to those who have made a significant contribution to contemporary international relations.

These lists may be updated by the classroom teacher and used as revision checklists for the Objective Test part of the SCE 'O' Grade Modern Studies examination.

Key Points/ Ideas

PART 1 THE WORLD IN CONFLICT

The Superpowers

1. Factors which make a country powerful
2. Definition of a major power
3. Concept of a Superpower
4. The USA and the USSR as Superpowers

5. China as an emerging Superpower
6. Economic, social and political comparison of the USA and the USSR
7. World military alliances
8. Concept of the Cold War
9. Development of the Cold War

Face to Face Confrontation

1. Direct conflict between the Superpowers
2. Division of Germany and Berlin in the post-war world
3. The Berlin blockade and Berlin Wall as part of the Cold War
4. The policy of *Ostpolitik*
5. Present-day comparison of East and West Germany
6. Brinkmanship
7. The events of the Cuban missile crisis
8. Cuba's relations with the Superpowers
9. International diplomacy during the crisis
10. Consequences of the Cuban crisis
11. Present-day Cuba

Indirect Confrontation

1. Indirect conflict between the Superpowers through client states
2. The dangers of escalation from indirect to direct conflict
3. Events of the Vietnam War
4. The Domino Theory
5. Effects of the Vietnam War on Vietnam and the USA
6. Consequences of the Vietnam War for US foreign policy
7. Vietnam since 1975
8. Stages in the Middle East conflict
9. Participants in the Middle East conflict
10. Middle East peace negotiations
11. Political change in Africa
12. Areas of conflict in Africa
13. White minority rule/black majority rule

Tension in the Communist World

1. Different approaches to communism
2. Tensions in Eastern Europe
3. Eurocommunism
4. Stages in the Sino-Soviet dispute
5. The Sino-Soviet dispute: its impact on international relations

Flashpoint Confrontation

1. The effects of nuclear war
2. Modern nuclear weapons
3. The vocabulary of nuclear warfare
4. Nuclear proliferation
5. The nuclear balance
6. Future warfare

Reducing Confrontation

1. The concept of detente
2. Arms limitations agreements
3. Social, economic and political aspects of detente
4. Problems of detente

PART 2 CO-OPERATION IN EUROPE

Conflict to Co-operation

1. The political, social and economic problems of Western Europe after 1945
2. The idea of functional approach to unity through economic co-operation
3. The role of the European Coal and Steel Community in developing economic co-operation
4. The aims behind the setting up of the EEC in 1957
5. The development of the Community from six to nine members
6. Britain's changing attitudes towards the EEC
7. The prospects for the future growth of the EEC

The European Community

1. The aims of the European Community
2. Definition of the European Community
3. The composition and working of the institutions of the Community
4. The major policies of the Community

Co-operation in Action

1. Three case studies to illustrate the Community in action

Problems and Achievements - a Summary

1. Difficulties of EEC co-operation
2. Successes of EEC co-operation

PART 3 WORLD CO-OPERATION

The United Nations

1. The idea of world co-operation
2. The aims of the United Nations
3. The composition and working of UN machinery

The UN in Action

1. The UN's role as peace-keeper
2. The principal areas of UN military and political involvement
3. Areas of UN non-involvement
4. The division of the world into rich and poor countries
5. Definitions of the terms 'developing countries' and 'developed countries'
6. The concept of the Third World
7. The problems of the Third World
8. Types of foreign aid
9. Examples of the work of UN Agencies (WHO, FAO and UNESCO) in helping developing countries
10. The UN and human rights
11. Membership of the UN
12. The effects of increasing membership

Unity - Problems and Achievements

1. How the UN tackles world problems
2. Achievements and problems of the UN

Relevance to other Syllabuses

The Contemporary World - Conflict or Co-operation? is intended primarily for pupils studying for the Scottish Certificate of Education 'O' Grade (New) examination in Modern Studies. The book is, however, suitable for other pupils studying for a wide range of examinations. It is particularly suitable for pupils embarking on a Higher Modern Studies Course, particularly the large number of pupils who do so without having studied 'O' Grade.

The subject matter of the *Contemporary World* is also suitable for a wide range of syllabuses ranging from History to Sociology, Social Studies and European Studies, including both GCE 'O' level and CSE. Lack of space does not allow full details of all examinations for which the book is suitable, but a selection is given below:

GCE

University of Cambridge: History - World Affairs since 1919, Subject 2108

NUJMB: History - Europe and the Modern World, 1870 to the present day

Oxford: History - World, Syllabus 038

Southern Universities Joint Board: World Affairs since 1945 (Alternative 'O' level)

Associated Exam Board: History - World Affairs since 1914, 041 Syllabus IV

Associated Exam Board: History - History of World Powers and World Events in the 20th Century, 058 Syllabus VI

SCE: History (Alternative 'H' Grade)

CSE

Southern Regional Exam Board: European Studies

South Western Exam Board: World Affairs since 1919

South East Regional Exam Board: Civics (Citizenship and Social Affairs)

East Anglia Exam Board: Sociology (Group E - The World)

Associated Lancashire Exam Board: Social Studies

Middlesex Regional (SSE): History - The Contemporary World - 1919 to the Present day, Syllabus C (114)

The Special Study

A major feature of the new O-Grade in Modern Studies is the school-based, school-assessed Special Study which counts for twenty per cent of the final examination. The Special Study is defined by the Scottish Certificate of Education Examination Board as a 'project to be undertaken in school or college on an individual or group basis' which must conform to the definition, aims, criteria and goals of Modern Studies (as outlined in the introduction to this Teaching Guide). The project will terminate in a written report.

The teacher's role in the Special Study is very important in the following ways:

- * in setting aside enough teaching time for the Special Study;
- * in helping the pupils select an area for study which conforms to the definition of the Special Study and for which there are adequate resources;

- * in developing the necessary skills;
- * in directing and guiding the pupil in his researches;
- * in assessing the Special Study.

Assessment is divided into three categories, two of which involve continuous assessment:

- i) Skills: a mark out of six is awarded for use of such skills as critical thinking, decision-making and enquiry.
- ii) Effort: a mark out of four is awarded for effort.
- iii) Terminal report: a mark out of ten is awarded for the final report, which is to be based on the evidence of knowledge and understanding of content, and communication skills.

The report is to be between four hundred and a thousand words in length. It should contain a variety of visual material - maps, diagrams, graphs, photographs and statistics. All work is to be on A4 paper. The report should be based on the following guidelines:

- i) An introduction setting out the theme of the study: the reasons why it was chosen and its principal aims and objectives.
- ii) A main section containing a statement of the methods of investigation and the bulk of information and observations from the study. Wherever appropriate there should be cross references to appendices.
- iii) A concluding section giving a short summary.
- iv) A list of sources and a bibliography.
- v) Appendices - examples of survey sheets, questionnaires, etc., used in the study.

Whilst research may be undertaken on a group basis, the final report must be an individual effort. Above all the study should be multidisciplinary in approach, and should concentrate on one specific contemporary problem or issue. Probably the best Special Study is one which is based on 'conducting a survey to test a hypothesis', and thus involves a considerable degree of original research, but it is inevitable that for practical reasons many Special Studies will be 'library-based'.

The Contemporary World can therefore be used as a starting-off point for a Special Study.

Suggested Studies Related to the Pupil's Book

The following list provides a variety of Special Studies which can be based on each of the chapters in the Pupil's Book.

- | | |
|----------------------------------|---|
| 1 The Superpowers | NATO in the 1970s
A comparison of NATO with the Warsaw Pact |
| 2 Face to Face Confrontation | East and West Berlin to-day
The Berlin Wall |
| 3 Indirect Confrontation | US foreign policy after Vietnam
Peace in the Middle East
The Palestinian problem
International terrorism
Superpower involvement in Africa
The Rhodesian problem
Apartheid |
| 4 Tension in the Communist World | A case study of an East European Country
The Sino-Soviet dispute in the 1970s |

5 'Flashpoint' Confrontation	Nuclear arms balance Nuclear proliferations Nuclear weaponry Nuclear shelter
6 Reducing Confrontation	The SALT agreements Detente
7 Conflict to Co-operation	The future growth of the EEC
8 The European Community	Direct elections to the EEC Britain and the Common Agricultural Policy Britain: The EEC and fishing The European Monetary System A study of an EEC institution, E.G. Commission
9 Co-operation in Action	A case study of effects of the EEC on a community or an individual
10 Problems and Achievements	Public reaction to the EEC
11 The United Nations	A study of the General Assembly/Security Council
12 The UN In Action	A case study of a recent crisis showing UN involvement A case study of a Third World country A case study of a UN Agency's work An investigation into a major problem associated with the Third World The threat to human rights
13 Unity, Problems and Achievements	Membership of the UN

If we look in detail at one of these Special Studies the following outline provides a guide to the aims and resources which would be appropriate.

Topic

Direct Elections to the EEC

Aim

Development of knowledge and understanding of:

- a) the procedures for electing the European Parliament;
- b) the constituency for the European Parliament in which the pupil resides;
- c) the candidates standing for election and their policies;
- d) the overall composition of the European Parliament;
- e) the powers of the European Parliament;
- f) the role of the European Parliament in relation to the other European Community organisations.

Skills

- a) Locating information and gathering data;
- b) selecting and organising information relevant to the Study;
- c) possibly devising a questionnaire to examine public reaction to the European elections and collating and interpreting the results;
- d) communicating information and results graphically and in writing.

Attitudes

The recognition of the responsibility to participate in the democratic process.

Resources

The section on the European Parliament in the Pupil's Book (pages 79-80).

will provide a convenient starting-point to gather information about the European Parliament. The bibliography and list of addresses at the end of the Teaching Guide will also be useful.

Further Reading

The Special Study - a teaching guide produced by a working party for the Glasgow Division, Strathclyde Region (August 1978) is useful for planning and assessing the Special Study.

In addition a number of editions of 'MOST', the magazine of the Modern Studies Association, deal with the Special Study. These editions are Numbers 12, 14 and 16.

Writing Objective Test Items

Item: The Domino Theory would apply if Rhodesia fell to communism and this was then followed by a successful communist takeover of

- a) Angola
- b) South Africa
- c) West Germany
- d) Chad

Objective: Application of the Domino Theory to Africa

In syllabus/Important: 'Yes' on both counts

Place in learning hierarchy: Application of theory (higher abilities)

Stem: Not directive enough: Africa not identified; vocabulary and expression too cumbersome

Correct response: b) South Africa

Response a) satisfactory

Response b) unsatisfactory being a country outside Africa - not homogeneous

Response c) unsatisfactory being peripheral to syllabus and probably unknown to the average candidate

Item restructured: In Africa the Domino Theory would be demonstrated by communist takeovers in (a) Rhodesia followed by

- b) Angola
- c) South Africa
- d) Ethiopia
- e) Mozambique.

The following rules should be followed in constructing objective test items.

1. The objective to be tested should be carefully defined, e.g.
knowledge of the EEC;
understanding of the term detente;
application of the Domino Theory of communist expansion to events in Southern Africa.
2. The objective to be tested should occupy a significant place in the syllabus. Knowledge of dates or the meaning of initials would be regarded as peripheral to the core syllabus.
3. The skill to be tested should fall into one of the following categories in the learning hierarchy: testing knowledge; understanding of terms or principles or higher abilities (analysis or synthesis).
4. Write the stem and correct response. The stem can be in the form of a question or an incomplete statement. Wherever possible the stem should

have a data base in the form of statistics, quotation or diagram/cartoon.

The vocabulary of the stem and responses should be appropriate to the level of maturity of the average candidate for which it is intended. The stem must have directiveness, e.g. the stem 'The EEC is' contains no information whatsoever and is useless. The information required for the item should appear in the stem and not in the responses.

The responses must be homogeneous in form and content and there should be nothing in the stem which can direct the candidate to the correct response.

The distractors should be plausible.

Examples of Items

1. Which pair of countries is correctly placed in the following columns?
- | | <u>Communist</u> | <u>Capitalist</u> |
|---|------------------|-------------------|
| A | USSR | China |
| B | USA | Britain |
| C | USSR | USA |
| D | Britain | China |
2. The African nationalist guerrillas are fighting in Rhodesia for an end to
- A white majority rule
 - B black majority rule
 - C white minority rule
 - D black minority rule
3. 'Guerrillas attack Israeli school bus - ten children killed.'
The guerrillas referred to in the headline above are liable to have been
- A Cuban soldiers
 - B Jewish freedom fighters
 - C Palestinian Arabs
 - D Egyptian soldiers
4. 'This weapon kills with streams of radiation that penetrates walls of buildings and armour of tanks. But it causes little damage to buildings and property, leaving them standing for the victorious army.'
This is a description of a
- A hydrogen bomb
 - B Cruise missile
 - C neutron bomb
 - D laser beam
5. The aim behind the SALT talks is to
- A encourage international nuclear research
 - B limit experiments on chemical warfare
 - C encourage international space co-operation
 - D limit the growth of the major powers' armaments
6. Eighty-three per cent of the money received by the UK in 1976 from the European Regional Fund went to Northern England, Scotland, Wales and Northern Ireland. This was because these were areas of
- A new industrial development
 - B great tourist potential
 - C poor agriculture
 - D high unemployment

SCE (New) 'O' Level Questions, 1978 and 1979

Marks

1.

ABERDEEN,
April, 1978

Dear Roy Jenkins,

At the time of the Referendum you said that continuing E.E.C. membership would raise living standards of working people in Britain. Obviously something has gone wrong!

I would like to know why it is that the cost of food has soared since we voted "Yes", while at the same time mountains of surplus food have been sold cheaply to Russia and other countries. My fishmonger blames the E.E.C. for fish being so scarce and expensive yet there are many fishing boats laid up. Why is it that European cars and other manufactured goods are allowed to flood our markets and cause unemployment in Britain?

Although I wish you well in your job, I hope that you can give me some hope for our future in the Common Market.

Yours faithfully,
J. Smith (Mrs)

- | | |
|---|------|
| (a) Why did Mrs Smith choose Mr Jenkins as the person to whom she addressed her letter? | 2 |
| (b) What arguments could Mr Jenkins use to answer the comments about foodstuffs, cars and other manufactured goods? | 8 |
| (c) In what ways can British interests be safeguarded when the E.E.C. is making decisions? | 5 |
| | (15) |

2.

Selected events in the Arab-Israeli conflict.

- | | | |
|------|---|---|
| 1967 | — | Withdrawal of U.N. peace-keeping force
Six-day War: Israel occupies Sinai and West Bank of Jordan
Security Council calls for Israeli withdrawal from
territories occupied during the War |
| 1968 | — | Guerilla raids into Israel
U.S.S.R. equips and trains Egyptian Air Force
U.S.A. supplies Phantom jets to Israel |
| 1969 | — | Bomb outrages in Tel Aviv
Rioting in Gaza Strip camps |
| 1970 | — | King Hussein crushes P.L.O. in Jordan |
| 1971 | — | Israeli commando raids into lebanon |
| 1972 | — | Assassination of Israeli athletes at Munich |
| 1973 | — | Yom Kippur War
O.P.E.C. cuts off supplies to U.S.A. and other countries |

1974 — Kissinger secures disengagement of Syrian and Israeli forces

1975 — Syria and Israel agree to U.N. force on Golan Heights

- (a) Who are the Palestinian refugees and what part did they play between 1967 and 1975 in the Arab-Israeli conflict? 5
- (b) In what ways and for what reasons have the U.S.A. and the U.S.S.R. been involved in the conflict? 5
- (c) What part has the U.N. played in keeping the peace in the Middle East? 5
- (15)

3. The time chart below will help in answering the questions which follow.

Selected events affecting Sino-Soviet relations.

People's Republic of China proclaimed.

1950 — Treaty of Friendship, Alliance and Mutual Aid signed.
Death of Stalin.

1955 — New trade and aid agreement signed.
Establishment of Communes and "Great Leap Forward" programme.
End of Soviet nuclear aid.

1960 — Withdrawal of all Soviet assistance.
Walk out by Chou en Lai at C.P. Congress in Moscow.

1965 — Explosion of first Chinese atom bomb.
Armed clashes at Ussuri River on Manchurian frontier.

1970 —

1975 — Death of Mao.
Visit by Chairman Hua to Rumania and Yugoslavia.

- (a) For what reasons and in what ways did the U.S.S.R. support the government of china after 1949? 4
- (b) Why did a quarrel develop between the Soviet and Chinese governments and how has this affected relations between them? 7
- (c) Why are Sino-Soviet relations of great importance to Western governments? 4
- (15)

4. The information and data below will help in answering the questions which follow.

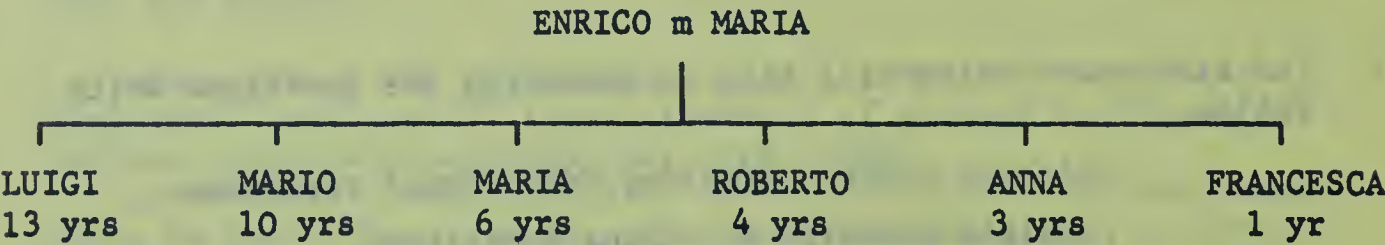
The Italian South has become Europe's largest depressed area. Although large sums of money have been poured into the area, agriculture has hardly changed, and there has been insufficient industrial development to stem the northward flood of immigration.

From an E.E.C. publication, 1977

"I have worked here, in West Germany, for seven years, because the money is good. At first I hated the work and the place, but you get used to it after a while, though I'd live on the farm near Naples with my family if I could afford it. The cost of living isn't cheap here, but I've always managed to send Maria her allowance. I am still hoping to find work near home, but there doesn't seem to be much chance of that at the moment."

Interview in Duisburg with Enrico Morelli, 1977

THE MORELLI FAMILY

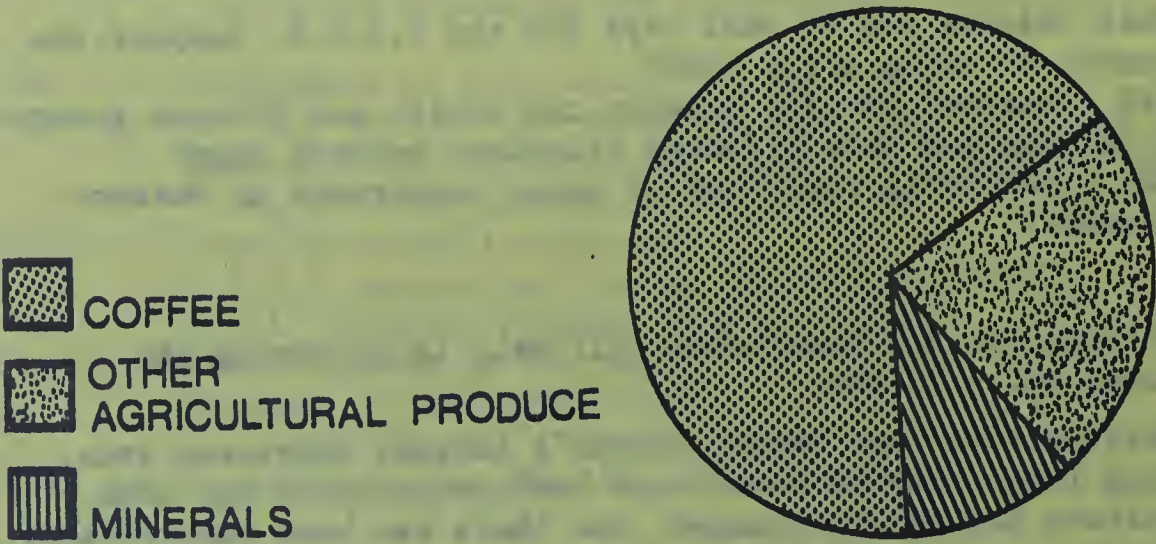


THE MORELLI FARM

Crops (hectares)		Livestock	
Cereals	0.2	Goats	3
Olives	0.2	Chickens	20
Vegetables	0.1		
Vines	0.4		

- (a) Suggest reasons for Enrico's decision to leave his homeland. 5
 - (b) What problems face migrant workers like Enrico when they are working abroad, and in what ways are they assisted by E.E.C. policies? 5
 - (c) In what ways can the Common Agricultural Policy help to improve farming in the Italian South? 5
- (15)
5. Selected statistics for an African country.

EXPORTS BY VALUE



TRADE

	1972	1975	1978
Balance of Trade (£ million)	-25	-40	+25
Price of Coffee (U.S. cents per bag)	60	65	180

UNITED NATIONS DEVELOPMENT PROJECT SCHEME

	1972	1975	1978
Gain in cattle weight per head since 1972 (kg)	-	9.1	27.3

STANDARD OF LIVING

	1972	1975	1978
National income per head (£ p.a. at 1972 value)	50	53	57
Number of school places for every 100 primary age children	34	35	36
Patients per doctor	11 000	10 800	10 500

- (a) Why was there an improvement in the balance of trade between 1975 and 1978? In what circumstances could it become unfavourable again?

(b) How might the U.N. Development Project scheme have contributed to the improvements in beef production?

(c) By what means do U.N. agencies seek to improve living standards in a country such as this, and what difficulties do they face in carrying out this work?
- 4
- 5
- 6
- (15)
6. Choose EITHER the U.S.A. OR the U.S.S.R. OR the People's Republic of China.
- (a) Explain why the country can be described as a "Superpower".

(b) In what ways and for what reasons has the country tried to extend its influence beyond its national boundaries in recent years?
- 6
- 9
- (15)
7. In which of the following development programmes might UNESCO be involved?
- A Setting up an irrigation system in an Indian province.

B Establishing a system of primary education in an African state.

C Tackling an outbreak of smallpox in Ethiopia.

D Sending medical supplies to help children after an earthquake in Turkey.
8. Which one of the following features would you tend to associate with a developing country?
- A High literacy rate

B High birth rate

C High life expectancy

D High level of industrialisation

(Scottish Certificate of Education Examination Board).

Resources

Further Reading

Part 1

The following books are useful reading material for teachers wishing more detailed information than is provided in The Contemporary World Pupil's Book.

Cold War to Dentente, Brown & Mooney (Heinemann Educ. 1976)

The Cold War, Higgins (Heinemann Educ., 1974)

Twenty-five Years On: Two Germanies, 1970, Radcliffe (Harrap, 1972)

Vietnam, Higgins (Heinemann Educ., 1975)

Southern Africa after

Soweto, Callinicos & Rogers (Pluto Press, 1977)

Africa Today, Hodder (Methuen)

Zimbabwe: Facts about Rhodesia, (International Defence & Aid Fund for Southern Africa, 1977)

A Window on Soweto, Sikakane (International Defence & Aid Fund for Southern Africa, 1977)

The Arms Bazaar, Sampson (Hodder & Stoughton, 1977)

Overkill: the Story of Modern Weapons, Cox (Penguin, 1977)

A Dictionary of Politics, Elliott (Penguin, 1970)

A Dictionary of Politics, Ed. Laqueur (Pan Books, 1973)

Part 2

A vast amount of material in the form of pamphlets, background reports and press releases is available on the European Community and can be obtained from the Commission of the European Community, 20 Kensington Gardens, London W 8.

Part 3

The problem for the teacher interested in the Third World and the whole field of Development Education is the vast amount of material available.

The following resources and organisations can be recommended. This list is by no means exhaustive but can serve as a useful starting-point in compiling material relevant to this topic.

The Development Puzzle by Nance Lui Fyson, published by VCOAD (Voluntary Committee on Overseas Aid and Development), Parnell House, 25 Wilton Road, London SW1, is an excellent compilation of factual material and teaching aids. It includes material on the concepts of development, trade and aid, population growth, health, food and agriculture, industrialisation and education, and provides information on teaching ideas and simulations, books, wallcharts, tapes, filmstrips, slides and films.

Tackling the Future, published by the United Nations Association Educational Trust for Scotland, 5 St Vincent Place, Glasgow G1 2DH (041-248-3244), is an excellent teacher's guide combining articles, case studies and resources. It was sponsored by the United Nations Association Education Trust for Scotland and was written by teachers of Modern Studies and others involved in Development Education.

It is divided into five sections: 1. Population 2. World Food Problems 3. Man and His resources 4. Building a New Nation - case studies from Cuba, Bangladesh and Kenya 5. International Security.

The magazine 'New Internationalist' is an excellent source for material and ideas on Development Education. (Subscription Office for the UK: New Internationalist, Montagu House, High Street, Huntingdon PE18 6EP, Cambridgeshire)

Oxfam Education Department (274 Banbury Road, Oxford OX2 7DZ) and the Commonwealth Institute Scotland (8 Rutland Square, Edinburgh EH1 2AS) are two other excellent sources for information. Oxfam produces a large amount of teaching material and newsletters; the Commonwealth Institute, an Overseas News Service fortnightly, in addition to bibliographies and other teaching aids.

The Council for Education in World Citizenship (93 Albert Embankment, London SE1) provides information about the UN and international affairs in the form of a monthly bulletin and information sheets.

Other useful addresses are:

United Nations Information Centre: 14 - 15 Stratford Place, London W1N 9AF

Christian Aid: PO Box 1, 2 Sloane Gardens, London SW1

Freedom From Hunger Campaign:- 17 Northumberland Avenue, London WC2

UNICEF (London Office): 99 Dean Street, London W1V 6QN

(Scottish Office): 11 Bothwell Street, Glasgow G2 6LY

Ministry of Overseas Development: Eland House, Stag Place, London SW1E 5DH.

The following magazines often contain information relevant to the topics covered in The Contemporary World.

Time Magazine	MOST magazine (published by MSA)
Newsweek	New Statesman
New Internationalist	The Economist
Soviet Union	State of Affairs magazine (published by Jordanhill
Problems of Communism (US	College of Education)
Information Service)	
China Reconstructs	
China Pictorial	

The Longman General Studies Project, World Affairs Collection, contains useful up-to-date source material on many of the topics covered in the Pupil's Book, e.g. Government and Politics in the USSR, Apartheid in South Africa, The Economics of Independence in Africa. For further information write to: Longman Group Ltd., Resources Unit, 33/35 Tanner Row, York.

Related Feature Films

Several topics in international relations, featured in the *Contemporary World* can be illustrated by feature films.

The following are a list of some of the films available:

Vietnam War

1966 *Western Eye Witness in the North of Vietnam* Documentary pro-Northern film by journalist, James Cameron.

1968 *The Green Berets* Extreme Hawkish view of the Vietnam war.

1974 *Hearts and Minds* (Dir. Peter Davis) Documentary on America's involvement in Vietnam. Perhaps the best film to illustrate the horrors of that war.

1976 *Taxi Driver* (Dir. Martin Scorsese) Violent, but a good reflection of the stresses inflicted on individuals returning to the US after the war.

1977 *Coming Home* (Dir. Hal Ashby) A sensitive story of the effects of the Vietnam war on the wife of a serving officer and her relationship with a disabled veteran. Good account of the effects of the war on American society.
1977 *Boys in Company C* A combat film in the tradition of the W.W.II action films of the 1950s. A good account of the realities of a regular army in conflict with guerrilla troops.
1979 *The Deer Hunter* (Dir. Michael Cimino) A major film showing the effects of the Vietnam war on a group of American steelworkers.

Nuclear War

1966 *The War Game* (Dir. Peter Watkins) Made by the BBC but never shown on TV. It was felt such a film could lead to panic among the civilian population. It presents a brilliant and horrifying picture of a Britain devastated by nuclear attack.
1963 *Dr Strangelove or How I Learned to Stop Worrying And Love The Bomb* (Dir. Stanley Kubrick) Black comedy about 'accidental' outbreak of nuclear war.
1964 *Fail Safe* (Dir. Sidney Lumet) Dramatic treatment of the same theme as *Dr Strangelove*.
1964 *Seven Days In May* (Dir. John Frankenheimer) Hawkish general plotting a coup against a 'dove' President who is seen taking a 'soft' line on nuclear weapons. Good study of nuclear politics in USA.

These last three films all appeared within two years of the Cuban crisis.

Middle East

1960 *Exodus* Pro-Israeli account of the events leading to the founding of the state of Israel.
1976 *Raid on Entebbe* and *Victory at Entebbe* Two slick thrillers made with all-star casts immediately after the Israeli raid on Entebbe Airport in Uganda to free hijacked airliner.

Note on Hiring Feature Films

The details for hiring feature films are all contained in the current edition of 'Films On Offer', published by the British Film Institute at 81 Dean St, London W1V 6AA (01 - 734 - 6451); price £1.75.

For catalogues of films dealing with political subjects contact The Other Cinema, Contemporary Films, Film Forum and Liberation Films at 83 Belsize Lane, London N.W.3.

The authors wish to thank Jim Dunnigan, teacher of Modern Studies, Portobello High School, for compiling the above list of films.

Filmstrips and Slides

Educational Audio Visual (c/o Mary Glasgow Pub. Ltd.)

The Soviet Union: Half a Century (Parts 1 & 2)

From Johnson to Ford (Parts 1, 2 & 3) - particularly good on Vietnam

US Government: 200 Years of Change (Part 6 only) - 1954 to the present

The US as World Leader (Parts 7 & 8) - deals with the Cold War and nuclear weapons

Terrorism

The Common Market (Parts 1 & 2)

Common Ground Filmstrips, (Longman Group Ltd.)

Europe Today Series

Useful Addresses

Central Office of Information,
319 Hercules Road,
London SE1

Commonwealth Institute,
Rutland Square,
Edinburgh

Council for Education in
World Citizenship,
93 Albert Embankment,
London SE1

European Communities
Information Services,
23 Chesham Street,
London SW1X 8NH

Society for Anglo-
Chinese Understanding,
24 Warren Street,
London W1

Society for Cultural
Relations with the USSR,
320 Brixton Street,
London SW9

United Nations Association
of Great Britain,
93 Albert Embankment,
London SE1

United Nations
Information Centre,
14/15 Stratford Place,
London W1

US Information Service,
American Embassy,
Grosvenor Square,
London W1

European Communities
Information Service,
7 Alva Street,
Edinburgh EH2 4PH

Commission of the
European Communities,
20 Kensington Palace Gardens,
London W8

Soviet Embassy,
13 Kensington Palace Gardens,
London W8

Resource Section

PART 1

The World in Conflict

The Superpowers

Who are the Superpowers?

A statistical comparison of the U S A, the U S S R and China

	U S A	U S S R	CHINA
Area (million km ²)	9	21	10
Population	220	262	1 billion*
G N P (billion \$s)	2100	1200*	444*
Steel production (million tonnes)	135	166	34
Car Production	9.2 million	1.3 million	15000*
Computers in use	34 0000	30 000*	2000*
Percentage of work force in agriculture	3.3	25	85*
Average yearly industrial wage	\$13 400	\$3 000	\$360
Television sets	133 million	60 million	700 000*
Average life expectancy	73	69	65
Armed forces: reservists	2.1 million +870 000	4.3 million +6.8 million	4.3 million + approx 7 million (armed militia)
Nuclear warheads	9500*	4000*	500*
Strategic missiles	1700	2415	5 - 10*
Tanks	11 100	50 000	10 000
Nuclear submarines	70	85	1
Military spending as percentage of G N P	6	12*	9*

* Estimates



The Cold War

DATELIST

Jan 1979 The Shah of Iran deposed in revolution. Decline of US influence in Iran, which borders USSR

March 1979 War between North Yemen and South Yemen. The USSR sends supplies to South Yemen while USA sends equipment and supplies to pro-West North Yemen Government.

UP-DATING

Iran

The fall of the Shah of Iran's government in January, 1979, did not just mean that the USA lost over fifty of its latest jet fighters with air-to-air missiles, which had been sold to the Shah's air force. The USA also had to close down several tracking stations in Iran which listened electronically to Soviet missile tests. These tracking stations could detect missile movements over an area of almost 1600 km into the Soviet Union.

Yemen

The fighting between North Yemen and South Yemen prompted the USA to send military equipment to help North Yemen and its ally, Saudi Arabia. The USSR supplied equipment to the Marxist South Yemen Government.

Bases

Due to the unstable situation in the Middle East, especially in Iran, the Anglo-American base at Diego Garcia in the Indian Ocean becomes strategically more important.

Friend or Foe ?

UP-DATING

NATO Supreme Commander General Alexander Haig announced his resignation from that post early in 1979. Speculation grew that he was going to devote more time to the Presidential election of 1980, perhaps seeking nomination as Republican candidate.

Break-up of CENTO: Three of the four members of CENTO - Pakistan Iran and Turkey - announced their intention of withdrawing from the alliance in one week (12-16 March, 1979) leaving the UK as the sole survivor of an alliance which had been dormant for several years.

BACK-UP

NATO 1979

President Carter has stressed the importance of maintaining a strong NATO. In the past year he has ordered the strengthening of the 285 000 US troops in Europe and persuaded the allies to adopt a new defence programme for the 1980s, involving a three per cent per annum increase in defence spending.

NATO remains outnumbered by the men and machines of the Warsaw Pact, which continues to grow in strength, but there is evidence that the defence 'gap' is narrowing. There have been improvements in US forces, improved strategies and better training. However, enormous problems still exist and these could cost billions of pounds to rectify.

Operation 'Certain Sentinel'

NATO's latest exercise, watched by a Soviet major-general, squelched to a premature halt in February 1979. This first midwinter exercise for several years started in snowy frozen conditions, but a warm dry wind and the churning of the tank tracks turned the fields of southern Germany into mud. Fog interrupted air operations, swollen rivers and flooding impeded troop movements: with three days to go in the eight-day, 61 000-personnel exercise was called off by the NATO commander, mainly to avoid widespread damage to farmland.

The exercise did, however, show some plus points - the rapid transfer by aircraft of a 300-strong infantry battalion from Houston to Germany, and the complete outfitting of 14 000 US-based troops in everything from tanks to ammunition within a few hours of their arrival in Germany.

In spite of its premature ending, this exercise was more successful than the NATO exercise which took place in Germany in the autumn of 1978. It left five civilians killed in accidents, did £3.3 million worth of damage to property, and prompted the West German Defence Minister to question the need for frequent large-scale exercises.

Face to Face Confrontation

Berlin-Divided City

BACK-UP

Terrorism

A feature of West Germany during the 1970s has been the development of terrorism. This became particularly identified with the activities of the Baader-Meinhoff group.

The use of terrorism is of course not peculiar to West Germany, but has become a major issue throughout the contemporary world. The following case study which began in West Germany but quickly became an international issue illustrates this particular problem.

Rescue at Mogadishu

On the 5th September 1977 the West German terrorist group, the Baader-Meinhoff group, kidnapped a prominent industrialist Dr Haans-Martin Schleyer, killing his driver and three body-guards. The terrorists demanded the release of eleven Baader-Meinhoff prisoners - including the group's leader Andreas Baader - together with a ransom and their safe conduct out of West Germany. These demands were refused by the West German Government.

To put further pressure on the West German government, the terrorists secured the support of four Palestinians in hi-jacking a Lufthansa plane flying from Palma in Majorca to Frankfurt. The plane was hi-jacked on 13 October and during the next five days it flew from Rome to Cyprus, was turned away from Beirut, Damascus, Baghdad and Kuwait, was allowed to land at Bahrein for fuel and then went to Dubai and Aden, where the captain of the plane was shot dead by the terrorists. Finally the co-pilot took the plane on to Mogadishu, Somalia. The President of Somalia agreed to co-operate against the terrorists and let German soldiers land secretly in his country. On the 17 October the plane was stormed by twenty-eight specially-trained German anti-terrorist commandos, helped by two British specialists. In a highly professional operation the commandos killed three terrorists, wounded the other and rescued the eighty-three hostages.

Hours after the rescue, Andreas Baader and two other imprisoned terrorists committed suicide in prison.

Within two days of the rescue at Mogadishu the murdered body of Dr Schleyer was found in an abandoned car in France.

This case study highlights a number of features of terrorism, in particular the international connections of terrorism both from the point of view of the terrorists and of the governments involved.

Terrorism can be defined as the use of violence to achieve some political objective. There are reckoned to be about 140 different terrorist groups operating in various parts of the world. The main centres of terrorist activity are South America, the Middle East and Western Europe although other countries, such as Japan and the USA also face this problem.

South America Terrorist groups are active in Bolivia, Argentina, Paraguay, Chile and Uruguay. To a large extent the terrorist groups in South America, especially the Tupamaros in Uruguay, have been overcome by harsh repressive

measures from South American governments.

In 1979 in El Salvador a terrorist group, called the Left-wing Armed Forces of National Resistance (ARN), kidnapped two British bankers in addition to a Japanese businessman and a local businessman who was honorary Israeli consul in El Salvador.

Middle East Terrorism largely centres round the Palestinian problem and groups like the PLO and Black September direct their actions against the State of Israel. These actions are not solely confined to the Middle East area, as can be seen from the massacre of eleven Israeli athletes at the Olympic Games in Munich, in September 1972. The Israeli Government has always taken an uncompromising line against terrorism, regarding it as an extension of war. Perhaps Israel's most successful action was the rescue of 103 hi-jacked Israelis from Entebbe Airport in July 1976.

Western Europe Terrorist groups are active in several countries in addition to West Germany.

Italy suffers greatly from terrorism, with kidnapping becoming known as 'the hostage industry'. The kidnapping and murder of Aldo Moro, Italy's most important political figure, by the Red Brigade, in May 1978, shocked the Italian nation.

Holland has suffered from the South Moluccan terrorists, who are demanding a homeland in the Moluccan Islands. In June 1977, they seized more than 140 hostages in a school and on a train. This was resolved only when, after twenty days, Dutch marines stormed the train and rescued the hostages.

Britain has also suffered from terrorism because of the problems in Ulster. Although most of the terrorism is confined to Northern Ireland the effects have spilled over into mainland Britain with IRA bombing campaigns in major cities, such as London and Birmingham.

International terrorism is already a major problem, and many governments are concerned about future developments and the possible threat of terrorist use of nuclear weapons. The international nature of terrorism is clearly seen in the Schleyer kidnapping, with co-operation between German and Palestinian terrorists. While governments disagree over whether a violent or non-violent response to terrorism is more effective (Israel argues that giving in only encourages more terrorism while other governments argue that the lives of hostages must be given first priority), most agree on the need for co-operation to combat terrorism. Tighter control has been set up at international airports to prevent arms being taken aboard planes.

It is worth noting that while the actions of terrorists are generally deplored, many people throughout the world support the aims of the terrorists. Palestinian Arabs see the PLO, not as terrorists, but as freedom fighters leading the struggle for the return of their homeland. The IRA is seen also as fighting a war for the re-unification of Ireland. It has been said that you are only a terrorist until you win. Menachen Begin, leader of Israel and holder of the Nobel Peace Prize, was once a leader of the Irgun, a Jewish terrorist group which was responsible for several outrages against British troops in Palestine before 1948.

Suggested Questions for Pupils based on the Terrorism section

1. Use the 'Rescue at Mogadishu' case study to describe the following features of terrorism:

- a) terrorist tactics
 - b) international terrorist co-operation
 - c) government reactions to terrorism
 - d) international co-operation to combat terrorism.
2. Name a terrorist group active in each of the following countries: Italy; West Germany; Uruguay; Israel; Holland and Great Britain.
 3. Keep a file of newspaper cuttings showing recent terrorist activities, grouping them according to countries.
 4. Give your opinion on whether it is better to negotiate with terrorist groups for the release of hostages or to use force to free the hostages.
 5. Explain in your own words the argument put forward in the last paragraph of the section on terrorism.

Indirect Confrontation

Vietnam

DATE LIST

Jan 1979 Vietnam invaded its neighbouring communist state of Kampuchea (formerly Cambodia) and brought about the collapse of the government of Premier Pol Pot. Pol Pot had been in power since the communist take-over in 1975 and during that period had imposed a brutal regime on the country. It has been estimated that up to a quarter of Kampuchea's eight million population may have died during this period.

This invasion had serious repercussions internationally because Kampuchea was supported by China, and Vietnam by the USSR.

Feb 1979 Chinese troops invaded North Vietnam as a 'punitive lesson' for Vietnam's invasion of Kampuchea.

(For further comments on these events see the section on 'Tension in the Communist World - Sino-Soviet Dispute')

UP-DATING

Vietnamese Boat People

In November 1978 the world's Press concentrated on the plight of the freighter *Hai Hong* with its cargo of Vietnamese refugees. This highlighted attention on what became a growing problem during 1978 - the Vietnamese 'boat people'. These were refugees from Vietnam who fled the country in any kind of craft which could float. They have caused massive problems for Hong Kong and such countries as Thailand and Malaysia, who find themselves threatened with a flood of refugees with which they cannot cope. At the beginning of 1978 only about 1500 refugees a month were leaving Vietnam but during the first two weeks of November, 1978, over 10 000 refugees poured into Malaysia alone.

The plight of the *Hai Hong* awakened Western consciences and France, Canada and West Germany, as well as the USA, agreed to take refugees from the freighter. It has been estimated that over 300 000 refugees have left Vietnam since the fall of Saigon in 1975, and many more are expected to join them. Many of the 'boat people' are Vietnamese of Chinese origin, who have fled because of persecution by the Vietnamese government. Others have left for political reasons, but many become refugees in the simple hope of a better life.

Vietnam has been facing many economic problems since the unification of the country in 1975. Floods, bad harvests and bad economic management have led to serious shortages of food. Refugees report having to live on a monthly ration of two kilograms of rice per person. The fighting in Kampuchea and the fighting with the Chinese in the north of Vietnam is going to make it even more difficult for Vietnam to solve her economic problems quickly.

The Middle East

DATELIST

- Feb 1979 The Shah of Iran leaves Iran; Ayatollah Khomeini returns from exile to take control.
- March 1979 A successful conclusion to President Carter's shuttle diplomacy was reached when Israel and Egypt announced an acceptable basis for a peace treaty between them.

BACK-UP

Iran

One of the most significant changes in the Middle East for many years took place in Iran early in 1979. After a reign of thirty-seven years the Shah was overthrown and the followers of the Ayatollah Khomeini, an exiled leader of the country's Muslims, declared Iran an Islamic Republic.

Background

The seeds of the political upheaval which erupted in the winter of 1978-79 had been growing for many years. In the 1960s the Shah pushed through a series of land reforms which took land from the wealthy and gave it to the poor rural villagers. In 1963 he by-passed Parliament, and began a series of reforms which led to Iran developing along Western lines.

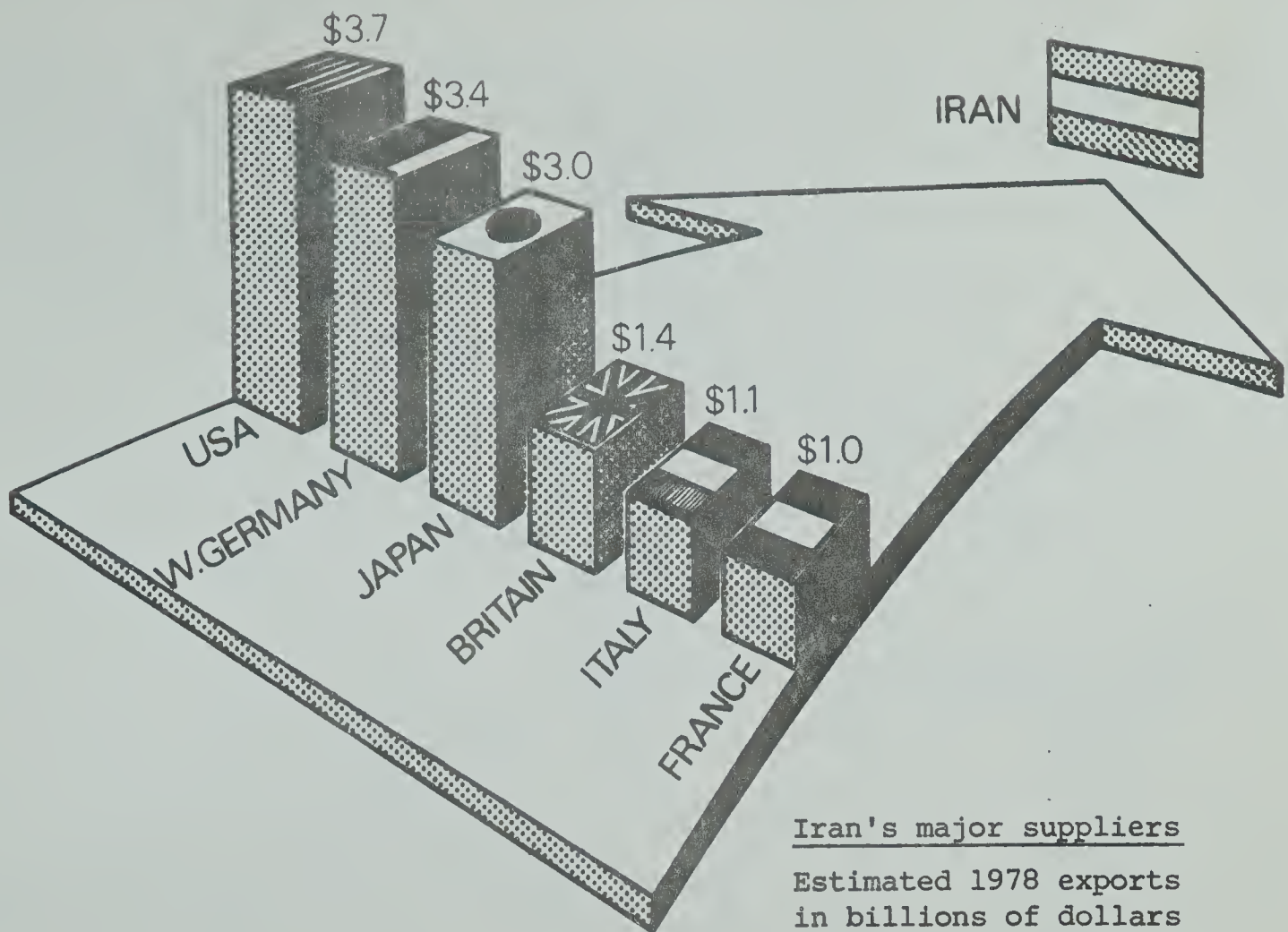
For more than a decade Iran prospered and the Shah was credited with the economic achievements. But the Muslim leaders were unhappy with the Westernisation of their country and declared that it was not good for the Iranian people. The Shah tightened his political grip and banned his political opponents. Gradually, a gulf opened up between the Shah and his wealthy supporters on the one hand, and the ordinary people living in poverty and squalor on the other, and the Shah became more and more isolated from his people. Savak, the State security organisation, became a repressive secret police force which, by its methods of imprisonment and torture of the Shah's opponents, widened the gulf even further. The rioting which erupted in Iranian cities in 1978 and led to the Shah leaving Iran was the predictable outcome of these developments.

Significance

The events of the winter of 1978-79 in Iran have implications for several parts of the world:

Trade with the USA - Western Europe

- a) Before the anti-Western policy was adopted, Iran was the most important market in the developing world for Western Europe, the USA, and Japan.
- b) Before the turmoil, Iran produced 5.5 million barrels of oil per day for export. During the turmoil this flow was stopped altogether and the decision by the National Iranian Oil Company to resume exports in March 1979, after taking over the marketing side of the business from a Western consortium led by BP, was offset by the announcement that Iran would raise prices by up to fifty per cent. Rapidly rising oil prices can only reinforce the effects of the worldwide economic recession of the late 1970s.

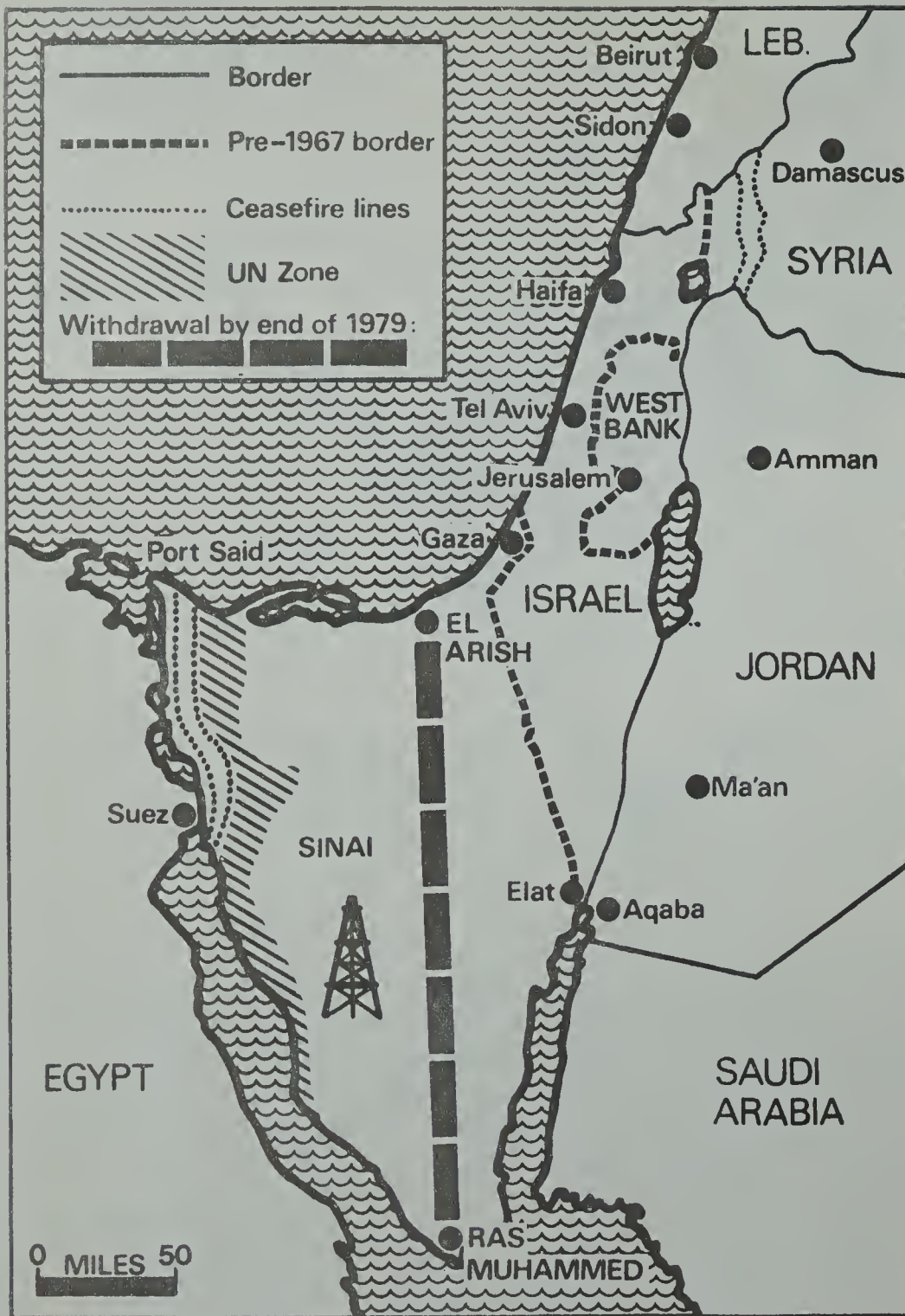


The Middle East

- a) Iran and Israel Before the change of government, Iran was an important friend of the Israelis. Although no formal diplomatic ties existed between the two countries, Israel relied on Iran for seventy per cent of its oil supplies and sold £50 million of goods to Iran each year. As a result of the takeover, all oil supplies to Israel stopped, Iran expelled Israeli citizens and recalled all Iranian representatives from Israel.
- b) Iran and the Palestinians After the takeover, the new government announced that one of the cornerstones of its policy was to be support for the Palestinian people. The PLO leader, Yasir Arafat, visited Tehran in February 1979, where he attended a cabinet meeting of the new regime and had talks with the Ayatollah Khomeini and his Prime Minister, Mr Bazargan, Yasir Arafat reported that he had been told by Iran's new rulers that the victory of their revolution would not be complete until the Palestinians were victorious.

Israel and South Africa

Iran broke diplomatic relations with South Africa in March 1979. All oil exports to South Africa, which depended on Iran for ninety per cent of its supplies, were halted. The Iranian Government declared that it would in future 'have no political, economic, military or diplomatic relations' with South Africa.



Israel's withdrawal is expected in stages: from El Arish to the line shown by 1980; and to the pre-1967 frontiers within 3 years.

By March 1979 much of the momentum had gone out of the Middle East peace negotiations and the euphoria which had surrounded the original Sadat 'sacred mission' seemed a thing of the past. But after a week's high powered shuttle diplomacy by President Carter, meeting with both Mr Begin and President Sadat in the Middle East, it was announced that a peace settlement was imminent. The main points of the Treaty are as follows:

1. Israeli withdrawal from Sinai Over a three-year period Israel will withdraw its military forces and settlers from the whole of Sinai. (The process began soon after the Treaty was signed.) Most of the area will be demilitarized. Egypt will be allowed to deploy one troop division on the Peninsula within thirty-one miles of the Suez Canal and the Gulf of Suez. UN troops will occupy the area along the Gulf of Arabia and the eastern border of Sinai. The two airfields built in Sinai by the Israelis will be restricted to Egyptian civilian use.
2. Establishment of normal relations Both countries will exchange ambassadors and establish normal diplomatic relations. Egypt will end its

economic boycott of Israel, and Israeli ships and cargoes will be allowed to pass through the Suez Canal. Israel will be able to buy oil from the Sinai oilfields returned to Egypt, at non-discriminatory and non-preferential rates. If Israel runs short of oil during the fifteen years after the signing of the Treaty, the USA will make up the difference. Egypt and Israel will allow movement of each other's citizens across their borders.

3. The Palestinian problem Negotiations on Palestinian self-rule on the West Bank and Gaza Strip, will begin one month after the Treaty is ratified and be completed within twelve months. Elections of Palestinian local councils will then be held. (The time scale for this part of the settlement has not yet been decided.) One month after self-rule is working, Israel will withdraw her forces from the West Bank and Gaza to behind her 1949 borders. There will then be a five-year transition period, during which the final status of the two areas will be negotiated. No decision has yet been taken about Israeli settlements and military outposts on the West Bank.

President Carter received enthusiastic praise in the USA for his part in bringing the two sides together. However, this proposed peace plan has by no means settled the Middle East problem. In the first place, it is an agreement only between Israel and Egypt who, although they are the two strongest military powers in the area, are not the only nations involved in the conflict. Syria, Jordan, Iraq and Saudi Arabia are unlikely to welcome the agreement with open arms. Above all, the reaction of the Palestinians is crucial to the success of the agreement. The unpredictable situation in Iran is yet another complicating factor.

Africa

Uganda/Chad

DATELIST

Oct 1978 Ugandan troops crossed the border into Northern Tanzania
Feb 1979 Tanzanian troops and Ugandan exiles crossed into Uganda.
General Amin's Ugandan army, with Soviet equipment, retreated.
April 1979 Entebbe, Kampala, and much of Southern Uganda under the control
of the 'Ugandan National Liberation Forces', supported by
Tanzanian forces.
April 1979 New Ugandan Government formed, led by Ugandan exile, Yusufu Lule.
May 1979 President Amin fled to Northern Uganda.
Feb 1979 In Chad, President Malloum's forces retreated from Central Chad
towards Southern Chad.

UP-DATING

1. The crossing of Tanzania's border by Ugandan troops in October 1978 and the massacre of thousands of Tanzanians, was met by a retaliatory raid into Uganda by Tanzanian troops. By early 1979, General Amin's problems in Uganda were increasing. Tanzanian troops and Tanzanian-trained Ugandan exiles, some supporting former President Obote, were pushed into Uganda. Within Uganda there were protests and uprisings against President Amin, and some fighting was reported amongst units of the Ugandan army. By April General Amin had fled the country.
2. In Chad, the mainly black Christian supporters of President Malloum were retreated in front of the Libyan-supported mainly Muslim, Frolinat guerrillas. French troops were in Chad to support the President's Government.

The Horn of Africa

DATELIST

April/May 1978 Somali troops withdrawn from Ogaden area of Southern Ethiopia, after defeats by the Ethiopian army.
Dec 1978 Eritrean guerrillas in Northern Ethiopia retreated from the Ethiopian army, which was supplied and trained by the USSR and Cuba.
Jan 1979 Eritreans retreated in front of Ethiopian forces. Illness and malnutrition added to the problems of the retreating Eritreans.

Rhodesia

DATELIST

Sept 1978 Rhodesian airliner shot down, killing thirty-eight passengers.
Dec 1978 Guerrilla raid on industrial area of Salisbury. Twenty-eight oil-storage tanks blown up.
Jan 1979 White Rhodesians voted in a referendum and approved a new constitution for Rhodesia based on 'one man, one vote elections' to take place in April 1979.

Feb 1979 Rhodesian airliner shot down near Kariba, killing fifty-nine people on board.

Feb 1979 Rhodesian Air Force planes attacked guerrilla bases in Eastern Angola.

Feb 1979 Civilian traffic from Salisbury to South Africa (576 km) put under military protection.

March 1979 The sixty-six-seat Rhodesian, white-dominated, Parliament ended.

March 1979 All whites between ages of fifty and fifty-nine in urban areas ordered to register for military service.

March 1979 British Foreign Secretary, David Owen, stated, 'U N supervised elections are required in Rhodesia. As the conflict grows there is also a growing opportunity for Soviet and Cuban involvement'.

April 1979 The elections in Rhodesia resulted in a victory for Bishop Abel Muzorewa's United African National Council. The UNAC won 51 of the 72 seats for black Rhodesians in the 100-seat parliament. ZANU, led by the Rev Ndabaningi Sithole gained 12 seats, while the United National Federal Party, led by Chief Ndiweni, gained 9 seats. The 28 seats reserved for white MPs were all won by Mr Ian Smith's Rhodesia Front Party.

UP-DATING

Elections

Despite the promise of elections in Rhodesia by April 20, 1979, the interim transitional Government led by Ian Smith, Abel Muzerewa, Ndabaningi Sithole, and Chief Chirau faced formidable difficulties in early 79:

1. Lack of international acceptance of the January referendum result The U K did not accept it because none of the adult black Rhodesians had been allowed to vote. The USA criticised the referendum, saying it ignored the views of the black majority, and that a negotiated settlement was required with the externally-based guerrilla leaders, Joshua Nkomo and Robert Mugabe.
2. Lack of acceptance by guerilla leaders who dismissed the referendum and the April elections as 'trickery' by Ian Smith. They vowed to carry on the guerrilla war and pledged to disrupt the elections.
3. Criticism of the elections to the proposed new hundred-member Assembly:
 - a) Patriotic Front guerrilla supporters excluded from voting;
 - b) new government might not have support of black Rhodesians in the new Rhodesia/Zimbabwe;
 - c) twenty-eight seats in Assembly reserved for whites;
 - d) elections might lead to escalation of war.
4. Escalation of war in Rhodesia. Since the Internal Settlement in Rhodesia was signed in March 1978, there had been an increase in the civil war. By early 1979, increasing numbers of white Rhodesians were leaving (about a thousand a month). Some northern areas of Rhodesia had been deserted by whites. Curfews were increased while casualty rates mounted and the financial costs bit deeply into Rhodesia's funds.

BACK-UP

INTERVIEW: Julius Nyerere ('Newsweek' January 15, 1979)

As elder statesman in the front-line Black African states, Tanzanian President Julius Nyerere is a principal backer of black nationalist guerrillas in their war against the white minority regime in Rhodesia. In the hope of ending the bloodshed, however, Nyerere has also been a vocal advocate of the Anglo-American proposals for a phased transition to a black-ruled Zimbabwe. Last week, Nyerere discussed his views with NEWSWEEK'S Nicholas Proffitt.

Excerpts:

PROFFITT: *Rhodesian Prime Minister Ian Smith has formally accepted the principle of majority rule. Do you believe that he and Rhodesian whites have accepted the idea in fact as well as on paper?*

NYERERE: No. Smith will fight for one thing only: continued white rule. In the new constitution, he has made it clear that real power will remain in white hands.

Q. *Has Rhodesia's postponement of majority rule until well into next year made you more suspicious of white intentions?*

A. Such decisions are irrelevant. Smith will not accept majority rule this year or next year or any year. You can sit down with a colonial power only when it agrees to decolonize. I am not aware of any country where a minority in power has ever been reasoned out of power. You always have to fight them out. You certainly have to fight Smith out, because you cannot reason with him.

Q. *We have heard many obituaries for the proposed all-parties conference on Rhodesia. Is the possibility truly dead?*

A. I think so though I don't necessarily want it to be. My own interest and the interest of my colleagues is to achieve majority rule in Rhodesia. If it is possible to get all the parties to sit down together and agree to implement the Anglo-American proposals, I would accept it. But I don't think it's possible. I don't think the sponsors have stood strongly enough behind their own proposals.

Q. *Is it impossible to solve the problem without more killing? Are all sides committed to a fight to the finish?*

A. By definition, Smith is committed to fighting to the end. The one condition necessary for a successful all-parties conference is the acceptance by Smith of the basic requirement, the Anglo-American proposals. The Patriotic Front has accepted them. Smith has not.

Q. *What has the delay in implementing majority rule done to the prospects for the black leaders who are cooperating with Smith, particularly Bishop (Abel) Muzorewa?*

A. Those men are nowhere now. Of all the so-called black leaders, the only one with any weight at all was the bishop. He organized the black population when all the Patriotic Front leaders were in prison, and he did a good job. He could still have played an important role after the release of the other nationalist leaders, but he became too ambitious. I think the bishop is a good man, but to have joined the Smith government was a disaster for him. I personally tried to dissuade him from doing it. I told him - begged him - not to join with those who are murdering his people.

Q. In the past, you have said that you are frightened of something. What?

A. The Americans and the British are leaving the whole thing to the Patriotic Front. We can do it; have no doubt. But when the Smith Government finally collapses, the British will go in. No British Government could resist the pressure to go in. They'll say that whites are being massacred, and only then will Britain have the will to fight. They won't do it now, because it would mean forcing Smith out, and it might mean shooting white men. But when it comes to shooting thousands of black people, they would do it.

Q. In the event of a Patriotic Front victory, wouldn't help for white Rhodesians take the form of an in-and-out rescue mission?

A. The excuse would be a rescue, but they would shoot a lot of people doing it. It would be worse than in Shaba. That is my fear. Militarily, Smith will be kept on the run in the coming months. Things will get worse and worse for him. But what happens when he collapses? The British and Americans should come in now, before it's too late. They plead weakness, but that's ridiculous. They can land a battalion or two, and in a few days, it's all over. It would merely be doing what is proper: implementing proposals accepted by the United States, Britain, the United Nations, all of Africa and all the world.

Q. How do you rate the Carter Administration's Africa policy? Some people have charged that Washington seems to have run out of ideas on Rhodesia and that the commitment demonstrated early on seems to be flagging. Do you agree?

A. Yes. They seem to be reorganizing their priorities in Washington, and perhaps Africa is not as high on the list as it used to be.

Q. Sometimes it seems that the Patriotic Front leaders spend as much time fighting one another as they do fighting the Rhodesians. How serious are the divisions within the Front, and what seems to be the problem? Is it simply a matter of conflicting ambitions?

A. Frankly, if there was unity within the Patriotic Front, I would give up trying to get Western support in ending minority rule in Rhodesia. I'd say fight to the end and forget about all-parties conferences. But the leaders of the Front are divided. Smith wants to keep them divided. Some people in Washington and London want to keep them divided. Some people are even hoping to get one wing of the front - Joshua Nkomo's - to join Smith.

Q. Many people are predicting a civil war in Zimbabwe between the wings of the front once it takes power. Will that happen?

A. The danger is there. Many crocodile tears have been shed over the possibility. Yet they are shed mostly by those who are contributing to a situation that would bring about this very thing.

South Africa

DATELIST

March 1979	South African aircraft attacked SWAPO bases inside Angola to counter increased SWAPO activities in Namibia.
March 1979	Mr Botha, the South African Prime Minister, ordered an investigation into alleged South African Government involvement in illegal financial dealings in Government Information Department.
April 1979	An inquiry cleared the present South African Government of involvement in the 'Muldergate' affair but did not entirely clear former Premier, Mr Vorster.
April 1979	Mr Eschel Rhoodie, formerly South Africa's Information Minister, fled to Europe, claiming to have tapes with details of the 'Muldergate' affair.

UP-DATING

Namibian Elections

The United Nations plan for Namibian UN-supervised elections had been rejected by South Africa because of what South Africa saw as 'concessions' over bases for SWAPO in Namibia. The Assembly in Windhoek, though not recognised by the UN, threatened to carry on with its own policies.

'Muldergate'

The discovery that South African Government funds (about fifteen million pounds) appeared to have been diverted to finance the *Citizen* (a new Government-supporting newspaper), and similar amounts had been spent to obtain international influence in other parts of Africa, and in the USA and Western Europe, led to the resignation of the Interior Minister, Connie Mulder, Head of Information, Dr Rhodie and Chief of State Security, General van der Bergh.

Tension in the Communist World

Sino-Soviet Dispute

DATE LIST

Dec 1978	President Carter announced that, from January, 1979, the USA and China would establish normal diplomatic relations.
Jan/Feb 1979	China's Vice Premier, Teng Hsiao-ping visited the USA for trade talks and tour.
Jan 1979	China entered trade deals with other countries, e.g. wheat from Canada, steel from the USA, trucks from Japan.
Jan 1979	Vietnam forces occupied Kampuchea (Cambodia), an ally of China. China moved troops to Vietnam border.
Jan 1979	The USSR and Vietnam signed a new aid agreement.
Feb 1979	Chinese troops, supported by aircraft and artillery, invaded Vietnam's northern provinces.
Mar 1979	UK Industry Secretary, Mr Varley, went to Peking to discuss economic co-operation between the UK and China, worth about £7000 million.
Mar 1979	The USA opened an embassy in Peking, the first in China since December 1949.
Mar 1979	After seventeen days, and reaching forty kilometres into Vietnam, Chinese troops began a gradual withdrawal from Vietnam.
Mar 1979	China confirmed officially that Chinese troops had withdrawn from Vietnam.

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UP-DATING

The US/China agreement

In December 1978, an agreement was reached which covered various points. e.g.:

- normal diplomatic relations resumed by January, 1979;
- the end of US formal diplomatic relations with Taiwan;
- the end of US 1945 Defence Treaty with Taiwan;
- withdrawal of over 5000 US troops from Taiwan;
- the USA and China to exchange ambassadors by March 1979;
- Chinese Vice Premier, Teng Hsiao-ping, to visit the USA in January 1979.

China's Invasion of Vietnam

China's reasons:

- 'a counter attack in self-defence' (New China News Agency);
- to punish Vietnam for invading Cambodia;
- to reduce the idea, in SE Asia of the 'invincible Vietnamese'.
'We cannot tolerate the Cubans to go swashbuckling unchecked in Africa, the Middle East, and other areas, nor can we tolerate the Cubans of the Orient (Vietnam) to go swashbuckling in Laos, Kampuchea, or even in Chinese border areas. (Teng Hsiao ping, March 1979);
- to show that China, not the USSR, was a force to be reckoned with in SE Asia.
'We firmly declare that the present Chinese leadership should stop the aggression against socialist Vietnam before it is too late'. (M Gromyko, Soviet Foreign Minister, February 1979)



UK/China Trade

Comment in *Pravda*, March 1979, on the possibility of sales of British Harrier Jump Jet aircraft to China:

'China's bandit attack on Vietnam showed why Peking had an appetite for modern arms and demonstrated that China represented the greatest threat to world peace. There is no need to prove how dangerous any forms of assisting such a policy are.' (*Guardian*)

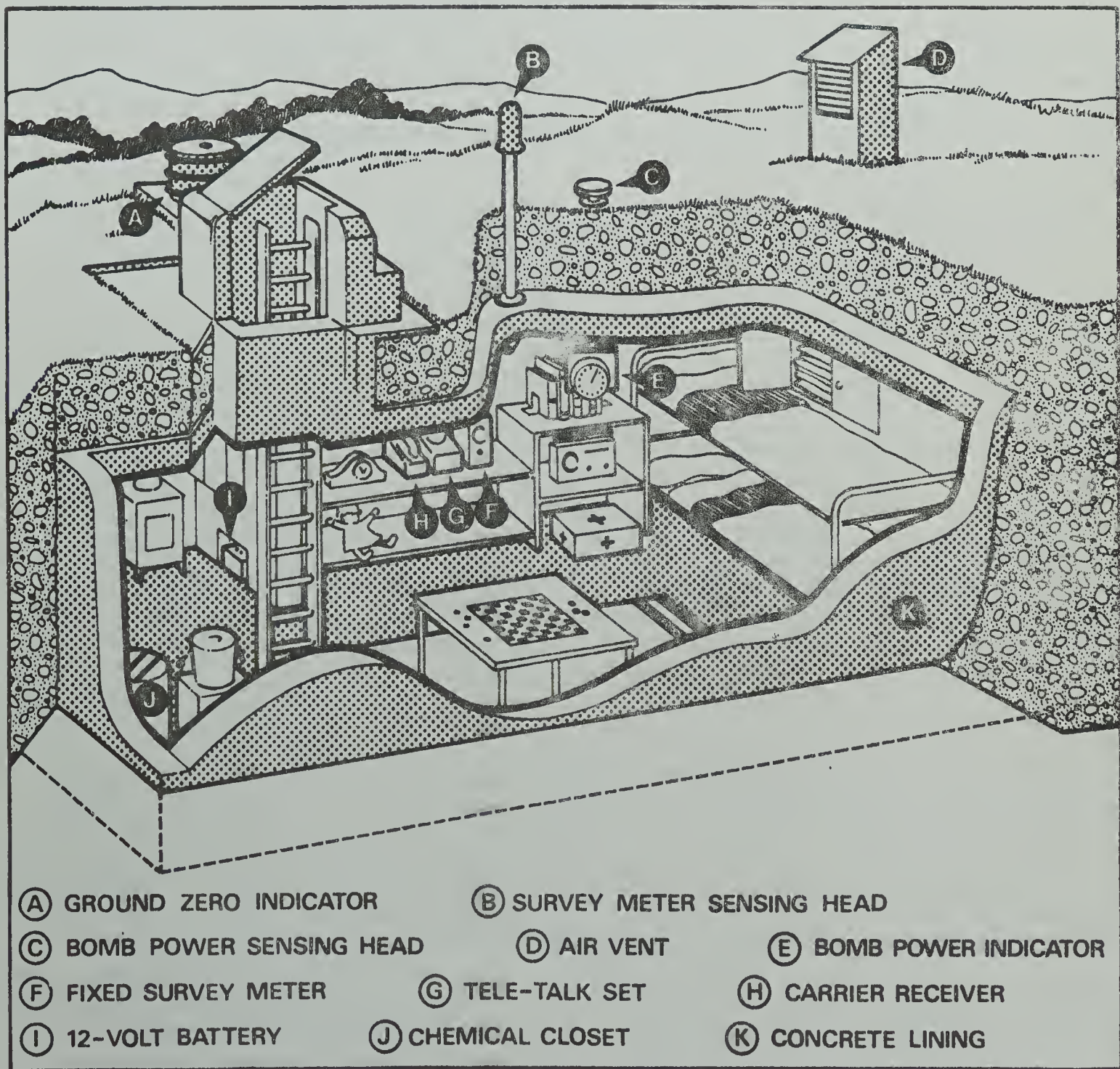


Flashpoint Confrontation

Future Welfare

BACK-UP

Nuclear Fallout Shelter



Reducing Confrontation

Detente

DATE-LIST

Dec 1978 350 US businessmen visited Moscow for trade discussions.

UP-DATING

USA - USSR Trade Deals

Trade between the USA and the USSR reached a new peak, of \$2.7 billion, in 1978. There has been continued trading between the USA and the USSR since 1974, when a Trade Act was passed in the USA, allowing trade agreements between the USA and communist countries, although linking US trade with the USSR to an agreement that Soviet Jews should be allowed, if they wished, to leave the Soviet Union. Despite Soviet objections to this additional clause in the Act, trade has continued.

US trade with the USSR (in millions of dollars)

	<u>Imports</u>	<u>Exports</u>
1971	58	162
1972	131	542
1973	295	1195
1974	433	609
1975	255	1836
1976	233	2310
1977	454	1628
1978	550	2200

Hot-Line/Space

By the end of 1978, there were about 5000 manufactured objects, mostly belonging to the USA or the USSR, in space. Talks are planned for early 1979 for a new 'hot-line' which will link the two Presidents, at a minute's notice, should danger threaten from outer space.

SALT II

The path towards the second stage of Strategic Arms Limitation Talks (SALT II) has been paved with problems, frustrations and setbacks. In addition to the technical complexities involved in any agreement on strategic arms limitation, the negotiations have been repeatedly jeopardised by political and foreign policy disagreements between the USA and the USSR. In July 1978, for example, on the eve of a further round of SALT negotiations between US Secretary of State, Cyrus Vance, and Soviet Foreign Minister, Andrei Gromyko, the USSR announced the trials of two leading Soviet dissidents, Anatoli Shoharansky and Alexander Ginzburg. This seemed a direct challenge to President Carter's stand on human rights and upset the SALT negotiations. Again in January 1979, as progress was being made towards arranging a final summit between Carter and Brezhnev to sign the final agreement, the visit to the USA of China's Vice Premier, Teng Hsiao - ping, caused the USSR to stall further progress on SALT II.

In May 1979, the main points were agreed:

1. The treaty runs until 1985.
2. It limits both the USA and USSR to 2250 strategic weapons systems - a mixture of long-range bombers, land-based ICBMs, and submarine-launched ballistic missiles. Within the overall limit there will be various sub-ceilings on specific weapons, such as land-based ICBMs with multiple warheads (MIRVS).

1978 Position			SALT II
Total strategic weapons systems	USA	2150	2250 maximum
	USSR	2500	
MIRVed ICBMs	USA	550	820 maximum
	USSR	300	

3. It agrees on some measure of controlling weapon modernisation and improvement.

Now that the negotiations between the USA and the USSR are complete, there begins the difficult task for President Carter of getting the US Senate to grant the constitutionally required two-thirds vote in order to ratify the treaty. This may be very difficult for there is considerable opposition in the USA to any new SALT agreement. The following reasons can be cited for this hostility:

- a) There is growing concern about the expansionism of Soviet foreign policy throughout the world.
- b) There is the feeling that the USSR is getting the better deal and that the USA has negotiated away her lead in the nuclear arms race.
- c) There is growing disenchantment with SALT I which has failed to decrease arms spending or the development of new weapons systems. There is the feeling that SALT agreements will not be able to control the possibility of future 'space wars' between the USA and USSR based on lasers and particle-beam weapons.

A Soviet and American View of Detente

The following extracts come from interviews of Brezhnev and Kissinger conducted by *Time* magazine. They illustrate clearly the good intentions behind detente but show also that pursuit of detente does not mean that either side has given up the pursuit and defence of its international interests.

Interview with Brezhnev from *Time*, January 22, 1979

- Q. Many Americans remain confused by the word *detente*. How do you understand its meaning in concrete policy terms and as it applies to regional problems such as those in Africa?
- A. When we say "relaxation of tension" or simply "*detente*" for short, we mean a state of international relations opposite to a state which is commonly termed 'cold war' and which was characterised by permanent tension threatening to develop at any moment into open conflict. In other words, *detente* means, above all the overcoming of the cold war and transition to normal, smooth relations among states. *Detente* means a willingness to

resolve differences and disputes not by force, by threats or sabre rattling, but by peaceful means, at the negotiating table. Detente means a certain degree of trust and ability to reckon with each other's legitimate interests.

We on our part actively work toward strengthening the process of detente in every possible way and extending it to all regions of the world, including naturally Africa and the Middle East. But it would be unfair and unrealistic to expect the peoples of those or any other regions to give up the struggle for their legitimate rights in the name of a concept of detente that some people falsely interpret.

If we speak, for example of the Middle East, the interests of detente are in no way contradicted by the struggle of the Arab peoples for the return of lands which belong to them but have been seized by Israel and for the right of the Palestinians to set up a state of their own

The same applies to the situation in Southern Africa. The source of the threat to the relaxation of international tension is to be found in the policy directed against the peoples struggling there for liberation from colonial and racist domination, against neocolonialism, for independence and social progress and not in the struggle, as such, of the peoples for their rights.'

Interview with Henry Kissinger, from Time, January 15, 1979

Q. *What should we be doing?* [about Soviet policy in Africa and the Middle East]

A. The issue is not only formal Soviet exploitation, but the geopolitical momentum which in that area has turned against us. As for the Soviet Union, it must understand, or must be brought to understand, that a relaxation of tensions is not compatible with a systematic attempt to overturn the geopolitical equilibrium.

If it is not understood by the Soviet Union and if detente becomes a kind of tranquilizer, then sooner or later a showdown is likely to occur, with tremendous dangers for everybody. So the first necessity is to bring home to the Soviet Union that to us detente means a restrained international conduct, and if we cannot achieve that, then we will have to confront expansionism where it takes place, however indirect it is.

Co-operation in Europe

DATE LIST

- Dec 1978 European Parliament allocated increased funds for Regional Development Funds. Scotland's allocation to be about twenty-five per cent of UK total.
- Feb 1979 EEC Commission decision to take UK to European Court for making its own fish conservation laws which were alleged to break EEC fishing rules.
- March 1979 UK Government accepted a European Court of Justice ruling which would make the tachograph compulsory in British lorries.
- March 1979 EEC countries discussed EMS (a European Monetary System) France objected over disagreements about farm prices.
- March 1979 Jean Monnet ("Father of the European Community") died.
- March 1979 EEC Summit meeting in Paris.
- March 1979 EMS (European Monetary System) went ahead. Britain not a member of EMS.
- March 1979 Council of Minister agreed to increase Regional Fund from almost £400m to over £600m. UK total to be about twenty-five per cent of total.
- June 1979 Europe's electors, about 180 million people, voted in the first ever European Parliament, which will have 410 members.

UP-DATING

Immigrant Workers

Increasing problems of unemployment in some EEC countries has led to restrictions being placed on the numbers of immigrant workers and their families being allowed into EEC countries. The number of immigrant workers in Europe in 1979 is estimated to have fallen by two million from a total of nine million in the early 1970s. Increasing restrictions on workers and their families, administrative delays in handling application forms, low wages compared to European workers, lack of promotion prospects, and long separation from families have all combined with reduced employment opportunities to reduce the numbers of immigrant workers.

The European Monetary System

Economic and monetary union of the nine member countries of the EEC is one of the most fundamental aims of EEC policy. Since the decision of the Heads of State and Government of the member countries taken in 1969 to work towards this goal, progress has been very slow. January 1, 1979 should have seen a major step forward, with the setting up of the European Monetary System (EMS). The EMS was designed to establish a zone of monetary stability in Europe by minimizing the fluctuations between European currencies, which have become an all too obvious feature of international finance since 1945.

The EMS was designed by Chancellor Schmidt of West Germany and President Giscard d'Estaing of France, and at a meeting in Brussels on December 5, 1978, the Heads of Government of the nine Community countries agreed on the details of the system. The UK declared that it would not take part in the mechanism

for linking exchange rates when the system began. After initial hesitation Italy and Ireland decided to join. Britain's decision to stay out of the system was mainly due to doubts about the economic consequences of joining - the UK wanted improved regional and agricultural policies for the poorer member-nations - and also to the fact that the Labour Party still contains a number of members who are opposed to EEC membership.

A surprising development in March, 1979 - the EMS having failed to begin as scheduled on January 1 - was an attempt by France to block progress on the introduction of the system. At a meeting of the nine Heads of Government on 12 and 13 March, the chairman, President d'Estaing, placed EMS well down the agenda. Discussions on the general prospects for the European economy, energy, forecasts following the revolution in Iran, unemployment (especially in the steel industry), and relations with Afro-Asian countries, took precedence. In spite of this delaying tactic, EMS was finally established in March, with the UK the only member-country remaining outside the system.

Better Help for the Regions

The EEC has announced that it intends to make a substantial increase in its aid to the poorer regions of the Community from 1979 onwards. The size of the Regional Development Fund has been more than doubled and the principles of allocation provide for greater coordination and flexibility. About £1234 million has been allocated for 1978-80, of which about £330 million will be used in the UK.

Community regional policy has two major aims:

- a) the reduction of existing regional imbalances in the less developed or industrially declining regions;
- b) the prevention of new imbalances arising from economic circumstances or adoption of Community policies.

Compared with earlier years, the policy now puts more stress on the need to create new jobs in these areas, and to link regional aid to an active employment policy.

Regional Fund Budget (million £s)

1978	:	386
1979	:	414
1980	:	434

(between 1975-77 the total allocation was £540 million)

Community Budget for 1979

The Community Budget for 1979 was finally adopted by the European Parliament on 14 December, 1978. The main items are:

	million £s
Common Agricultural Policy	6339
Social Policy	352
Regional Fund	349
Research, energy, industry and transport	184
Cooperation and development	313
Staff and administration (Commission)	333
Other institutions	157
Costs of collection	436
Other	38
TOTAL	8501

The European Parliament

The first direct elections to the European Parliament take place in June 1979.

Several countries (UK, Denmark, Ireland and the Netherlands) will vote on 7 June while the others vote on 10 June (Belgium, W. Germany, France, Luxembourg and Italy).

In the UK the seats are distributed as follows:

England	66
Scotland	8
Wales	4
N.Ireland	3

England, Scotland, Wales and Greenland (part of Denmark) will use the 'first past the post' system of voting. Everywhere else some kind of proportional representation will be used.

European MPs will receive the same salaries as national MPs from the same country, as follows;

	Annual Salary	Income Tax*
Belgium	£ 23009	£ 2768
Denmark	12932	5629
France	21850	987
Germany	24000	6545
Ireland	6755	1420
Italy	12166	300
Luxembourg	4557	Nil
Netherlands	21520	5577
UK	6897	1643

*Paid by married man with 2 children (assuming no other allowance).
(Hansard, Dec, 1978)

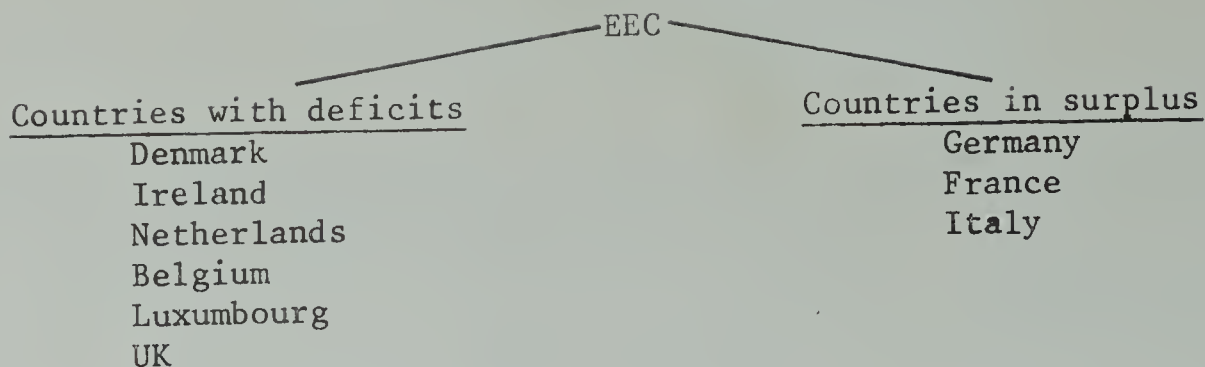
Annual Economic Review (1978-79)

Recent Performance of the EEC: a summary

The years 1974-75 saw the deepest postwar recession; substantial recovery took place in 1976, but in 1977 the growth rate in most industrialised countries reverted to about half the average of the 1960s. The UK's growth rate in 1977 was the lowest in the Community; in 1978 however, at 3.2 per cent, it was well above the Community average of 2.6 per cent. Consumer expenditure, which was a major factor in the Community's growth up to 1974, fell away, particularly in Denmark, Italy, Ireland and the UK. The population of the Community has risen since 1960 from 232 million to 260 million, and the population of working age has risen by about 15 million, while the number of wage and salary earners has gone up by some 10 million. The UK's unemployment rate is about the same as the Community average - 5.3 per cent.

The slow-down of inflation in 1978 was general throughout the Community with the exception of France. The most dramatic fall was in food price increases, following the end of the 1976 drought. Wage increases in Britain and Italy in 1978 exceeded productivity growth and large wage increases were also a feature in Ireland and France.

In 1978 the Community had a surplus of some ten billion US dollars, the only major world trading group to show a surplus. The major groups in deficit are the non-oil producing developing countries, the Soviet Union and Eastern Europe, and, since 1976, the USA.



EEC Membership - From Nine to Twelve?

Greece

The first of the three countries currently negotiating EEC entry likely to become a full member, is Greece, which is expected to be admitted in 1982. Greece was the first European country to become an associate member of the European Community in 1962, although the association agreement was virtually suspended from 1967-74 when the country was ruled by a military government. Following the return of democracy to Greece, the Karamantis Government almost immediately made known its intention to see Greece become a full member of the Community, and the formal application was made on 12 July, 1975.

Negotiations between the European Commission and the Greek government have continued since 1976 and so far it has been agreed that Greece will have one Commissioner, twenty-four European MPs and five votes in the Council of Ministers. Considerable progress has also been made regarding movements of capital, the customs union (in the industrial sector), the peaceful use of nuclear energy, coal and steel, and external relations. Agriculture, however, presents difficult problems.

In 1975, thirty-five per cent of the working population was employed in agriculture (Community average eight per cent), contributing nineteen per cent of GDP (EEC figure five per cent). Although the country is now in the middle of great economic change (the Greek economy is growing at a higher rate than that of the EEC, 6.1 per cent between 1965 and 1975, compared with the EEC's 3.5 per cent, there are doubts as to the effects EEC membership will have on the Greek economy. Greek farmers will undoubtedly benefit from membership, but probably at considerable cost to farmers elsewhere in the Community, especially in France and Italy. Greek manufacturing industry may not be able to stand up to full scale Community competition as it is still essentially small-scale: well over half the enterprises employing four people or fewer.

Greece may be fairly easily absorbed into the EEC over a number of years, but in a sense Greece has paved the way for eventual Spanish membership which will put huge strains on the Community, and this has been one factor which has led to the negotiations for Greek entry being difficult and long drawn out.

Spain

Spain applied for membership of the EEC in July, 1977, and formal negotiations began in February, 1979. Spain first approached the Community regarding associate membership in 1962 but this was unacceptable for political reasons, although a trade agreement was made in 1970.

Following the death of General Franco, and the return of democracy to Spain, the Spanish government made it clear in February, 1976 that it wished to adapt the 1970 agreement with a view to Spain's eventual integration into the Community.

Spain started industrialisation late and, though about thirty-eight per cent

of the labour force is engaged in industry, seventy-five per cent of firms employ less than six workers. Spain's major industries - textiles, steel, shipbuilding and fishing - will inevitably add to the surplus capacity in these industries in the EEC. There are also problems with agriculture. About fifty-five per cent of the land area is used for agriculture, and it accounts for nine per cent of GNP and provides work for twenty per cent of the population. Spain's mainly-Mediterranean products will compete not only with southern regions of France and Italy, but cause problems with other Mediterranean producers with which the Community has preferential trading agreements, such as Algeria, Morocco, Tunisia, Israel, Cyprus and Turkey.

Although Spain has great potential for development, the Commission considers that transitional measures should be applied for a period of up to ten years to allow her economy to catch up.

There are fewer Eurocrats than you think

Commission staff, by Directorate-General and location. Situation April 30, 1978

Administrative unit	Bru.	Lux.	Ext. Offices	Ispra	Karlsruhe	Geel	Petten	Total
Secretariat-General	176	7						
Legal Service	142	3						
Statistical Office	29	257						
Customs Union	116							
I External Relations	251			114				
II Econ. & Financial Affairs	227							
III Int. Market & Ind. Affairs	337							
IV Competition	253							
V Social Affairs	189	67						
VI Agriculture	568							
VII Transport	120							
VIII Development	361	2						
IX Personnel & Admin.	2682	863		21				
X Spokesman & Information	174	3	234					
XI Research. Science & Ed.	215	1		25				
XIII Sci. & Tech. Inf. & Inf. Man.	10	128						
XIV Fisheries	48							
XV Fin. Instns. & Taxation	81							
XVI Regional Policy	111							
XVII Energy	143	110						
XVIII Credits & Investments		69						
XIX Budgets	151	3						
XX Financial Control	84	7		5				
Euratom Supply Agency	18							
Security Office	29	4						
Env. & Consumer Protec. Service	82							
Commissioners' Offices	178							
TOTAL COMMISSION	6775	1524	348	51				8698
Publication Office		193						193
Joint Research Centre	22			1690	212	199	162	2285
TOTAL	6797	1717	348	1741	212	199	162	11176

The European Community - Petty Bureaucracy?

The Community is often criticised for its compulsive attention to minor details which consume valuable time. Overleaf if printed in full one of the latest examples of this petty bureaucracy. Is this the kind of job the European Community was set up to do?



European Communities Commission Background Report

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ISEC/B10/79

February 28, 1979

LESS NOISY LAWN MOWERS

Summary

The lawn mower trade in the Community is a small, but flourishing one employing approximately 10,000 workers. Noise from lawn mowers, however, is often an environmental nuisance, and several member countries have begun to introduce laws requiring manufacturers to introduce quieter machines. Unfortunately, the permitted maximum noise levels differ in each country, thus creating internal barriers to trade that flout Community principles.

To avoid this, and take account of environmental nuisance, the Commission has sent the Council of Ministers a proposal⁽¹⁾ adopting common permissible noise levels depending on the mower's cutting width. The draft directive is concerned only with the design of lawn mowers and not with conditions of use. It is supported by lawn mower manufacturers in Britain.

A flourishing industry

The Community market in lawn mowers is an expanding one. At present 28 million householders own a lawn mower; the industry produces three million lawn mowers a year and consumers spend approximately 270 MEUA (£180m) on these machines. The industry, which is growing rapidly, employs about 10,000 workers in a total of some 60 firms. Fifteen per cent of the mowers are exported outside the Community, while 16 per cent are accounted for by intra-Community trade. Thus the erection of internal barriers must inevitably hinder expansion of this export trade.

Aim of the proposals

The Commission's aim is to halt immediately the development of increasingly noisy mowers and, by using all the resources of present day technology, to enable limits to be set to permissible noise levels, and to provide for further reductions of these limits as soon as new techniques have been developed.

At the first stage, if the proposal is adopted, the Commission envisages the immediate elimination of particularly noisy models, while others will remain on the market for the time being. The Commission recommends, however, that before 31 December 1983, the Council should take action to reduce permissible noise levels further, such measures to enter into force on 1 January 1986.

The draft directive includes technical details regarding methods of measuring and disciplining permitted noise levels, and recommends a system of self-certification by manufacturers. This would mean that each mower would have an indelible certificate on which the manufacturer certifies that the mower complies with the provisions of the directive, and indicates the sound-power level. Such an inscription, however, would not be required for electrically powered lawn mowers, the cutting width of which is less than 30 cms.

PART 3

World Co-operation

DATELIST

- Dec 1978 The UN General Assembly called for an urgent meeting of the Security Council to consider comprehensive, mandatory economic sanctions against South Africa. These sanctions were to include a ban on oil and arms shipments. The call for a meeting was supported by 120 votes to nil. Countries abstaining from voting included UK, the USA, West Germany, and Canada.
- Dec 1978 The UN General Assembly voted by 123 to nil to condemn South Africa for holding 'elections' in Namibia. The UN declared the 'election' to be unacceptable.
- Jan 1979 The UN 'Year of the Child', to mark the 30th Anniversary of the UN declaration of the 'Rights of the Child'.
- Feb 1979 After four days of debate, the UN Security Council announced that its members could not come to an agreement over possible cease-fire in China/Vietnam War.
- Mar 1979 Agreements signed between UN and Vietnam to allow air flights out of Vietnam for refugees who had places of settlement to go to. This move by the UN was designed to cut down the numbers of refugees leaving Vietnam by boat, i.e. the 'boat people'.
- Mar 1979 UNCTAD (UN Conference for Trade and Development). Delegates from over a hundred countries agreed, in Geneva, to set up a Common Fund to help developing countries in their trading terms with other countries, especially with industrialised countries.
- A sum of over £3000 million has been allocated to this fund for trade relating to various goods, e.g. copper, sugar, coffee.

UP-DATING

Aims of the International Year of the Child (IYC) 1979

- a) To increase awareness of children's special needs;
- b) to encourage action by national and local governments and groups to set up programmes to help children;
- c) to request all countries, rich and poor to give full support to actions to help children achieve their rights;
- d) to promote the welfare of children throughout the world.

UN Membership

In September 1978, the Solomon Islands, in the Western Pacific, became the 150th member of the UN. Recently the Island of Dominica joined, to become the 151st member.

The International Year of the Child



The Purpose of the International Year of the Child

The International Year of the Child (IYC) is concerned with all children in all countries, especially young children. Its major aims are:

- a) to encourage all countries, rich and poor, to review their programmes for the promotion of the well-being of children, and to mobilize support for national and local action programmes according to each country's conditions, needs and priorities;
- b) heighten awareness of children's special needs among decision-makers and the public;
- c) promote recognition of the vital link between programmes for children on the one hand, and economic and social progress on the other;
- d) spur specific, practical measures - with achievable goals - to benefit children, in both the short and long term on the national level.

Why 1979

1979 was selected because it commemorates the 30th Anniversary of the UN Declaration of the 'Rights of the Child' - granting him or her the right:

- to affection, love, and understanding;
- to adequate nutrition and medical care;
- to free education;
- to full opportunity for play and recreation;
- to a name and nationality;
- to special care, if handicapped;
- to be among the first to receive relief in times of disaster;
- to learn to be a useful member of society and to develop individual abilities;
- to be brought up in a spirit of peace and universal brotherhood;
- to enjoy these rights, regardless of race, colour, sex, religion, national or social origin.

Most of these rights have been secured for most of the children in Britain, and other organisations are already engaged in filling those gaps which still exist.

That is why CEWC will concentrate its efforts on helping those in the developing world where:

Health services only reach 1 out of every 20 children

Of over 100 000 000 babies born every year, 7 out of every 10 are born without any trained help.

Over 2 000 000 infants and children suffer from various forms of malnutrition.

About 85% of rural children do not have access to an adequate supply of safe water.

Severe vitamin 'A' deficiency leads to more than 100 000 children going blind each year.

At least 100 000 000 children between 7 and 10 do not have the chance to read, write or work with numbers, and 40% of children enrolled in school can attend for only a few years, and later lapse into illiteracy.

1 out of every 5 children dies before its fifth birthday.

(Extract from 'CEWC Information Sheet'. March, 1979)

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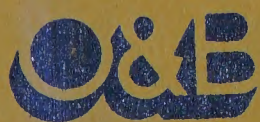


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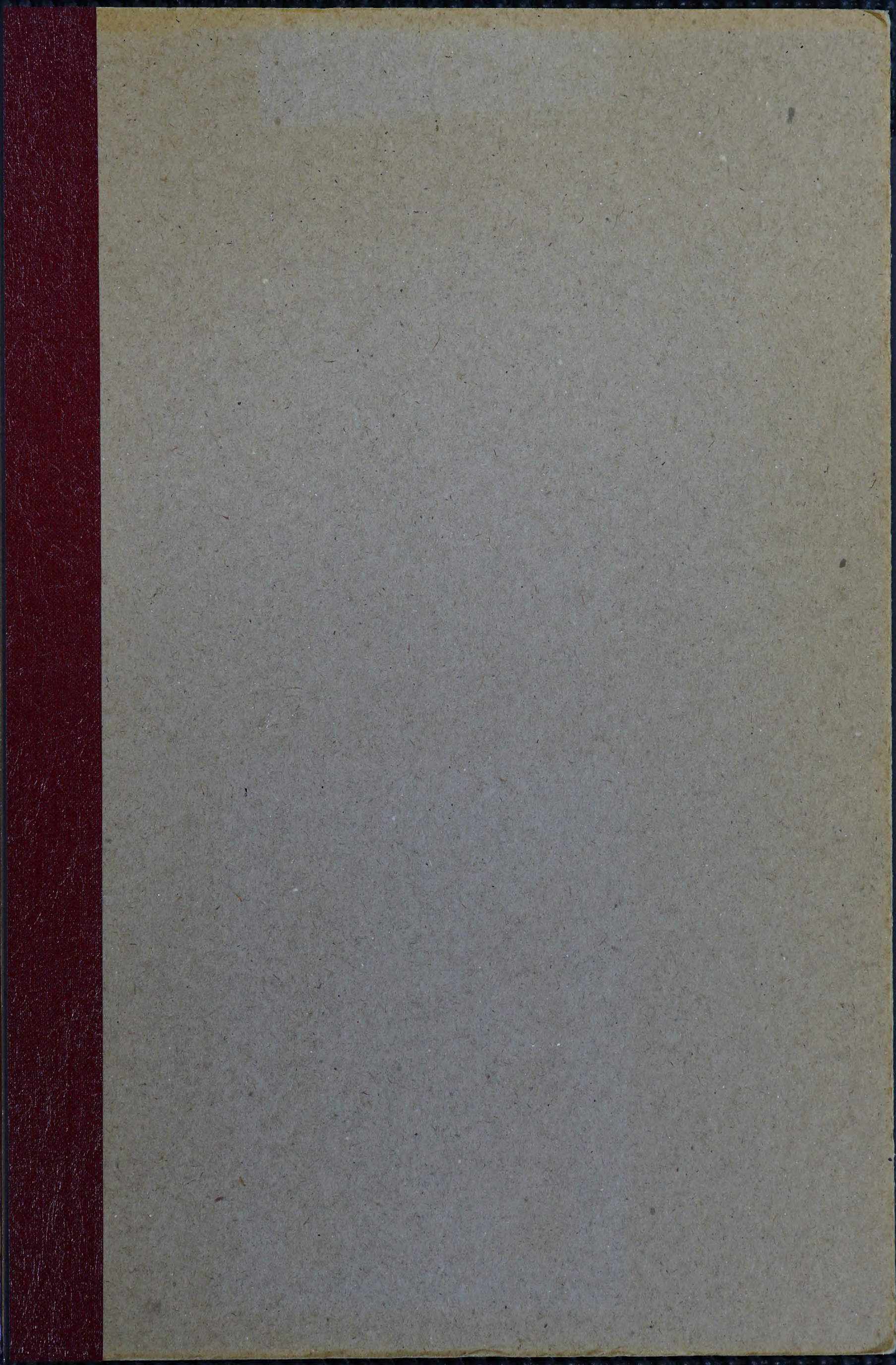
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